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ABSTRACT

To demonstrate that instructional strategies developed by the National Institute of Education (NIE) Experience-Based Career Education models can be adopted/adapted by a community-based program which is offered within a traditional high school's elective program, the Highline school district implemented a community-based career education (CBCE) program in three of its five high schools. Two program designs were offered: a two-hour version including job-site visitation during school hours and a one-hour version in which job-site visitation was arranged after school hours. The one-hour version was considered the most popular and feasible design for continuation. A third-party evaluation was conducted based on eight student outcomes relating to career awareness, self awareness, and career planning. Eighty students participating in the program and a control group of 100 non-participating students were administered pre- and post-written inventories and were also interviewed. Comparisons were made between the groups' scores, and conclusions were made based on the eight student outcome objectives. Some of these conclusions are the following: (1) the CBCE program had a definite impact on the students' abilities to analyze conditions and requirements of occupations, but little or no impact on the students' increased understandings of positive and negative rewards associated with various types of works; (2) the treatment students demonstrated increased interest in and understanding of their own abilities; and (3) CBCE had little or no impact on the actual selection of jobs stereotyped for the opposite sex. (EM)

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ED162109

INTERIM REPORT

Project No. 502AH60086
Grant No. G 10-76-0073 (502)

Highline's Vocational Exploratory & Preparatory Program

Exemplary Project in Vocational Education
Conducted Under
Title I, Part D of Public Law 90-576

Dr. Ben A. Yormark
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Second Year
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INTRODUCTION

Though an effort has been made in this report to follow the outline suggested by the U.S.O.E. for interim and final reports, some deviations have been made. For instance, the U.S.O.E. outline includes separate major sections for (1) Publicity Activities, (2) Dissemination Activities, and (3) Staff Development. By including these topics as subordinate sections within other major areas of this report, it has been possible to keep the administrative and organizational structure of the project intact and thereby present a more accurate picture of how the various components of the project logically fit together.

It should also be noted that the original title for this project was Highline District's Vocational Exploratory and Preparatory Program. Within the district and community the project is now going by the title of Community-Based Career Exploration, a revision made by staff which more accurately reflects the program's intent and nature. With the exception of the title pages, the project is referred to in this report as Community-Based Career Exploration.

I. SUMMARY OF REPORT

A. Time Period Covered

This report covers the period of time from September 7, 1977 to September 6, 1978, and includes all major activities accomplished during that time.

B. Summary of Major Sections

1. Section II - Accomplishments

Section II includes (1) a brief statement regarding the problem addressed by the project, and (2) the project accomplishments as they relate to administrative objectives.

a. Basic Problem. This project was designed to demonstrate that instructional strategies developed by the NIE Experienced-Based Career Education models can be adopted/adapted by a community-based program which is offered within a traditional high school's elective program.

b. Administrative objectives. Specific project activities were designed and carried out in relationship to fifteen administrative objectives which had been designed to assure successful implementation of the program. These included: (1) staffing, (2) business-industry linkages, (3) in-service and orientation, (4) student recruitment, (5) records systems, (6) student health and safety, (7) placement and follow-up, (8) avoidance of sexism, (9) special needs; affirmative action, (10) budgetary control, (11) facilities, (12) transportation, (13) community relations, (14) dissemination, and (15) evaluation.

2. Section III - Major Activities and Events

Section III of the report covers the major activities and events which occurred during the project's second year. These are reported in six subsections as follows:

a. Schools Served. Three of the district's five high schools had a CBCE program during 1977-78. This represents an increase of one

school over the project's first year. Furthermore, plans were completed for adding a CBCE program at the district's two remaining high schools during the project's third year.

b. Program Design and Operation. CBCE was offered to students as either a one or two-hour program of one semester's length. The program is designed to (1) offer students an opportunity to explore careers in terms of occupations which they may wish to consider for paid employment, and (2) instruct them in basic skills and strategies for continued career exploration after completing the program.

c. Relationship to Vocational Education. The CBCE program provides the students with an opportunity to become increasingly aware of both secondary and post-secondary vocational education programs available to them within commuting distance.

d. Staffing Pattern. Project staff included (1) a part-time Project Director; (2) a full-time Assistant Director; (3) three Learning Managers; (4) two full-time Community Resource Coordinators; and one full-time secretary. In addition, the Vocational Information Specialist at each school played an assisting role.

e. Student Population. Forty-three students enrolled in the program during the first semester and 115 during the second semester. This enrollment included students from all three grade levels and represented a cross-section of ability and achievement level though this cross-section was skewed toward the lower end. Special groups served included three students of Spanish-speaking heritage and 27 students who were identified as wanting to explore at least some occupations traditionally held by the opposite sex. Of the total enrollment of 170 (including both semesters), there were 67 boys and 103 girls.

f. Instructional Strategies. The use of community resources constitutes the unique instructional feature of the CBCE project. These

resources are used primarily through individual site visits with field trips and seminars providing additional ways of tapping these resources. Classroom activities have been designed to provide (1) self assessment opportunities; (2) job analysis skills; (3) program coping skills; and (4) skills in the use of career information.

The staff has expanded and refined materials developed during the project's first year. In addition, commercial materials developed by the Appalachia Educational Laboratory are being incorporated into the instructional program.

3. Section IV - Problems

In Section IV two major problems are highlighted.

a. Low Enrollment. An enrollment of only 43 students during the first semester led to the offering of a one-hour version of the program during the second semester. Enrollment jumped to 115 students during the second semester.

b. The Evasion of Reality. CBCE has been designed to bring students into closer contact with the realities of both their own attributes and the requirements of the work world, particularly as the two are related. However, some students, when confronted with realities which run counter to their fantasies, persist in evading them. Obviously, making a positive impact on these students requires both patience and skill on the part of the staff.

4. Section V - Conclusions

The management staff of the project has concluded that the one-hour version of the CBCE program offers the greatest potential in terms of becoming a permanent part of the district's secondary curriculum. Consequently, only the one-hour version will be offered during the project's third year. However, even as a permanent part of the curriculum, district staff will have to assume the added cost of recruiting and maintaining liaison with community sites. During the project's third year, staff will try to get a fix on the per-pupil cost for these services.

5. Section VI - Third-Party Evaluation

Section VI contains the final report submitted by the project's third-party evaluator, the Bureau of School Services and Research, located at the University of Washington. Evaluation activities related to eight student outcomes are reported, including:

a. Increased Awareness of World of Work

(1) Students will demonstrate an increased understanding of broad forces affecting the availability of jobs, including the role of government policies and regulations.

(2) Students will demonstrate an increased understanding of positive and negative rewards associated with various types of work.

b. Increased Awareness of Self in Relation to Jobs

(1) Students will demonstrate an increased interest in and understanding of their own aptitudes and abilities.

(2) Students will show increased ability to describe the relationship between their own competencies and the requirements of selected job opportunities.

(3) Students will show an increased understanding of major duties associated with their current job interests.

(4) Students will demonstrate increased awareness of training opportunities available in occupations of particular interest.

c. Increased Understanding of and Competence in Career Planning

(1) Students will correctly identify key components of good career planning and will utilize these components in their own career planning.

(2) Students will demonstrate a broadening of interest in jobs which have been traditionally sex-stereotyped.

II. ACCOMPLISHMENTS

A. Basic Problem Addressed by the Project

A growing body of research and literature reports that a significant gap exists between school and work, a gap which in many instances hinders the student's transition from his/her role of student to that of full-time employee. The obvious problems of this discontinuity have led educational leaders to promote the concept of career education, a concept which aims at preparing each student to select appropriate career goals and then assisting him/her to implement plans for achieving those goals.

Experienced-Based Career Education models, developed under the auspices of the National Institute of Education, have pioneered the use of community resources as a vital part of the career education process. Unfortunately, a common characteristic of these models has been the tendency to establish programs which embrace the total curriculum, usually outside of the traditional high school setting. In effect, experienced-based career education programs, as developed under these models, have become "alternative schools".

To counter this trend, this project was designed to demonstrate that the basic concept of using community resources as a vital part of the career education process, including many of the instructional strategies developed within the NIE models, can be successfully implemented as an integral part of the overall curriculum provided in a typical suburban high school.

B. Accomplishments as Related to Goals and Objectives

This section reviews the project accomplishments as they relate to the goals and objectives described in Section I above.

1. Program Goals

   a. Adaptation of Experienced-Based Career Education Learning Strategies

      Staff has continued to modify learning strategies and program materials adapted from the Northwest Regional Educational Laboratory model during the project's first year. However, as

a result of their growing experience with experienced-based career education, the project's staff has developed more of their own materials and methods.

b. Introduction of Career Decision Making Materials from Appalachia Educational Laboratory.

During the past five years the Appalachia Educational Laboratory has developed a variety of career education materials under grants from the NIE. Highline's career education staff has kept abreast of these developments and in several cases secured permission to use some of these materials before their commercial publication. All of these materials are now available through McKnight Publishing Company. Because they fit well into the CBCE program developed at Highline, a considerable number of these materials were purchased for use during the project's third year. If program expansion during the third year warrants additional purchases, these will be made.

2. Administrative Objectives

The original proposal for this project identified fifteen administrative objectives. Those activities related to each of these objectives which were carried out during the project's second year are reported below.

a. Staffing: A staffing pattern will be developed to provide for administration of the project and implementation of the instructional program.

Staffing for the project during the second year included:

One Project Director	- 1/5 Time
One Assistant Project Director	- Full Time
Four Learning Managers	- 2½ FTE
Two Community Resource Coordinators	- Full Time
One Secretary	- Full Time

Planned expansion of the program during the project's third year, plus the loss of one experienced Community Resource Coordinator, has led to the following staffing pattern for the coming year.

One Project Director	-	1/5 Time
One Assistant Project Director	-	Full Time
One Combination Learning Manager & Community Resource Coordinator	-	Full Time
Four Learning Managers	-	2½ FTE
One Community Resource Coordinator	-	Full Time
One Secretary	-	Full Time

b. Business-Industry Linkages: Linkages will be established with the business-industrial community which will provide for a partnership arrangement between project staff and representatives from all facets of the business-industry community.

During the project's second year, 147 additional sites were recruited and added to the 165 recruited the first year for a total of 332. Of these, 252 were used at least once during the second year. (See Appendices A and B for a complete summary of community site usage.) In addition, a Steering Committee of twenty representatives from the community met twice during the course of the year. (See Appendix C.)

c. In-Service and Orientation: In-service orientation activities will be provided for (1) project staff, (2) representatives of the business-industrial community, (3) other district staff who may play a key role in the eventual success of the project, and (4) parents of prospective and participating students.

Activities related to this objective included: (1) orientation of new CBCE staff to the program's curricular content, methods, and materials, as well as the organizational structure of the project; and (2) orientation sessions for the parents of students who enrolled in the program.

d. Student Recruitment: A program of student recruitment will be developed and implemented.

In response to a disappointingly low enrollment of 43 students for the first semester of the 1977-78 school year, an aggressive

recruitment program was carried out during the month of December. This effort, coupled with the fact that a one-hour version of the program was offered for the second semester, led to an initial enrollment of 115 students for the second semester. Attrition reduced this figure to approximately 100 students by the end of the semester. Samples of the promotional material developed are included in Appendix D.

e. Record Systems: A system will be developed and implemented which will provide for maintaining records of the program's operation and each student's progress.

Staff has continued to keep records and files as established during the project's first year, including both records of the project's operation and supplementary files on each participating student.

f. Student Health and Safety: Guidelines and policies will be developed and implemented to assure the health and safety of each participating student, including adequate insurance coverage.

An accident policy on all participating students was carried again during the project's second year. In addition, a letter from Howard F. Hjelm, Director, Division of Research and Demonstration in the U.S.O.E., was forwarded to the district's insurance broker for study in an effort to determine whether or not the project is in compliance with new insurance requirements outlined therein.

g. Placement and Follow-up: Procedures will be implemented to (1) provide placement and assistance, and (2) establish follow-up accounting procedures for all students who leave the program regardless of whether or not they complete the program.

During the months of December and January, the Community Resource Coordinators conducted a telephone survey of twenty-seven students who had both completed one semester of CBCE and graduated from high school in June, 1977. In addition, a follow-up questionnaire was mailed to each student. Sixteen

questionnaires were returned. Response patterns, which are reported in Appendix E, indicate that the program had a positive impact on these students.

In some respects this follow-up effort was probably premature. The students had completed the program and left high school only a half year earlier. Future follow-up efforts will be conducted one year after completion of the program and/or graduation from high school.

Though this first follow-up effort may have been premature, it was promising to project staff to note the students' positive reaction to their experience in the program. Furthermore, data collected will be integrated with later follow-up efforts.

In addition, at the conclusion of both the first and second semester of the second year, students were asked to complete questionnaires which will provide baseline data for follow-up activities during the project's third year.

h. Avoidance of Sexism: Guidelines and procedures will be implemented to assist staff in the elimination of sexism in all project activities.

Project staff continued to apply district policy relating to sex bias and the selection of instructional materials. The materials developed by the Appalachia Educational Laboratory (mentioned above in this report) are exceptionally well done in this respect. In addition, students are encouraged to explore jobs on the basis of their individual interests and abilities as they relate to occupational requirements rather than according to traditional sex roles.

i. Special Needs - Affirmative Action: An affirmative action program will be developed to meet the special needs of three groups, including:

(1) Hearing-Impaired

During the project's second year there were only five students enrolled in the hearing-impaired program at Tyee High School, including two who had participated in the CBCE program the year before. Therefore, no effort was made to serve this special-services group, but preliminary registration data indicates that two hearing-impaired students plan to enroll in CBCE during the project's third year.

(2) Spanish Speaking Heritage

Three of the 23 students who enrolled at Evergreen High School during the first semester were of Spanish-speaking heritage. This represented 13% of the CBCE enrollment at Evergreen. During the second semester no Spanish-speaking heritage students enrolled in the program.

In response to this drop in Spanish-speaking heritage students in the program, a special effort was made to inform students in this group about CBCE. Twenty-one students among the 1978-79 junior and senior class at Evergreen were identified as belonging to this group. The Learning Manager at Evergreen contacted each of these students individually and described the program to them before extending a personal invitation to them to enroll in the program.

(3) Non-Traditional

During the first semester, six students, all girls, indicated they wanted to spend a significant amount of their time in CBCE exploring occupations which have traditionally been held by the opposite sex. A review of their records revealed that these students spent 34% of their community-site visit time exploring non-traditional jobs as compared to all of the other CBCE students who spent only 9.5% of their community-site visits exploring non-traditonal occupations.

Beginning with the second semester, a different approach was

initiated to assess the program's impact in this area. Each student was asked to complete a questionnaire indicating his/her interest in exploring non-traditional jobs. Results were as follows:

Student Response		Item
No.	%	
27	24	I am not interested in exploring any jobs which have been traditionally held by the opposite sex.
60	53	I am willing to look at some jobs which have traditionally been held by the opposite sex but have no specific plans to do so while enrolled in CBCE.
22	19	*I am planning to look at some jobs which have been traditionally held by the opposite sex while enrolled in CBCE
5	4	*I plan to spend a considerable amount of my time exploring jobs which have been traditionally held by the opposite sex while I am enrolled in CBCE.
114	100	

For evaluation purposes, those students who selected either item three or four (marked with the *) were considered as having made a commitment to explore non-traditional occupations. In comparing these students with the remainder of the group at the end of the semester it was found that:

(1) Twenty-five percent of the jobs explored by the "non-traditional" students were in fact "non-traditional jobs.

(2) Nine percent of the jobs explored by the remainder of the group were "non-traditional" jobs.

These figures indicate the CBCE program does enable students to explore careers traditionally held by the opposite sex,

particularly if they come into the program with an interest in doing so. On the other hand, project staff do not feel they have been very successful in expanding the horizon of students who enter the program without an interest or commitment to explore such jobs.

j. Budgetary Control: Established district procedures will be utilized to assure budgetary control of project funds.

Receipt and expenditure of federal monies for this project were controlled by the business office. Assignment of a separate account number has assured that these monies were not co-mingled with other district funds.

Expenditures for year two by budgetary categories are listed below:

Category	Amount Budgeted	Expenditures*
Personnel	$113,500.00	$110,751.01
Fringe Benefits	14,300.00	11,806.32
Travel	3,000.00	2,348.69
Supplies	4,631.00	7,218.96
Communication	300.00	-
Contracted Services	16,450.00	11,776.94
Capital Outlay	1,000.00	1,048.98
Other Costs	6,683.00	3,236.07
	$158,864.00	$150,329.97

*Expenditures listed include only those actually paid by the district's business office as of September 6, 1978. Encumberances for supplies and materials, as well as personnel costs for orientation, etc. during the month of August, are estimated at $5,509. This would bring the total expenditures for year two of the project to $155,838.97.

k. Facilities: Adequate facilities will be provided to assure that

all administrative and instructional phases of the project can be accomplished.

CBCE classes have separate rooms at each of the high schools except Tyee where CBCE meets in the Career Center. Since the Learning Manager at Tyee also serves as the Vocational Information Specialist with responsibility for the Career Center, this arrangement has worked very well.

Administrative offices for the program continue to be located at the district's Educational Resource and Administrative Center.

l. Transportation: A system for transporting students to and from experienced-based sites will be developed and implemented to assure successful operation of the instructional program.

Transportation for CBCE students to and from community sites was accomplished through one of three options, including (1) private autos driven by the students, with mileage paid at the district rate of 14¢ per mile; (2) public transit bus, with pre-paid tickets; and (3) public taxis, with fares paid on the basis of student-signed vouchers. Group transportation for field trips was provided by district bus.

m. Community Relations: Materials and activities will be developed and implemented for sharing program information with parents, students and members of the community.

The following presentation and news articles represent the project's efforts to communicate with the community.

1. Presentation. Judy Barnes, Community Resource Coordinator, spoke to the Burien Chapter of the Business and Professional Women's Association during the month of December.

2. News articles. Two news articles were carried in the three local newspapers which serve the Highline School

District's communities. In addition, three issues of a project newsletter were distributed to parents, students and staff within the schools served as well as all community sites, steering committee members and central administrative staff. Copies of these materials are included in Appendix F.

n. Dissemination: Materials and activities will be developed to disseminate project experiences to other school districts and state-staff.

1. Presentations. Chuck Judd, Assistant Project Director, made presentations and/or displayed materials at the following meetings.

   (a) A National Manpower Institute conference held in Portland, Oregon during mid-October. This conference was held for educators and community members who are participating in twenty-one education/work councils across the country.

   (b) The Part D Director's conference held in Washington, D. C. from February 27 to March 2.

   (c) A Career Development class taught by Dr. Judith K. Lavelle of the Educational Department at the University of Washington in May.

   (d) The Washington Vocational Association summer conference held in Ellensburg on August 21-23.

2. Meeting with Bellevue Part D project. During November the staffs of Highline's CBCE project and Bellevue, Washington's Part D EBCE project met for sharing of experiences, ideas and materials.

3. Future dissemination plans. Administrators from four EBCE projects throughout the state of Washington met

at the Washington Vocational Association conference during August and initiated plans for mounting a joint effort to disseminate information about community-based career education programs during the 1978-79 project year. This meeting was also attended by the director of the state's Research Coordinating Unit, Gene Bigger.

o. Evaluation: A third-party evaluator will be contracted to develop and implement an evaluation plan covering both student and process objectives.

The Bureau of School Services and Research, University of Washington, was contracted to conduct a third-party evaluation of the CBCE project. The Bureau's final report constitutes Section VI of this interim report.

III. MAJOR ACTIVITIES AND EVENTS

A. Schools Served

During year two the project was expanded to serve a third high school, Mt. Rainier High School. A brief description of the schools now being served are as follows:

a. Evergreen. With an enrollment of 1200 students, Evergreen has the greatest diversity of socio-economic groups, including a significant number of lower-income groups, which qualifies the school's service area for Title I funding under the ESEA. Typical of such student populations, Evergreen has a higher than usual proportion of students who perform low academically. Although no schools in the district have a large number of minority students, approximately 35 students at Evergreen have been identified as having a Spanish heritage background.

b. Mt. Rainier High. Mt. Rainier is the district's largest high school with an enrollment of 1350 students. It is also probably the district's most typically middle-class school with the vast majority of its students coming from low to upper middle class socio-economic homes.

c. Tyee. The district's smallest high school, Tyee has an enrollment of 760 students. The area served is basically a middle to lower socio-economic area with a fairly large transient population.

In addition to second year expansion to Mt. Rainier High School, by April preliminary plans had been completed for expansion of the program to Highline High School. Furthermore, in early August an opportunity presented itself to expand into the district's fifth and final high school, Glacier. Thus, with the beginning of the project's third year there will be at least one CBCE class in each of the district's senior high schools.

B. Program Design and Operation

1. Basic Objective

As a part of the elective program at the high school level, CBCE offers the student an opportunity to explore careers in terms of occupations which he/she may wish to consider for paid employment in his/her future. In addition to providing this opportunity to explore specific occupations, the program helps students develop exploratory strategies and skills which they will be able to use for continued career exploration after they leave the program. For most students, since they are not likely to make a specific career decision during the course of the program, becoming skilled in the career exploratory process is probably the most important outcome of their involvement in CBCE.

2. Length of the Program

Students enroll in the CBCE program for one semester. Though students may enroll for a second semester with the recommendation of the CBCE Learning Manager, no student has elected to do so.

3. Daily Schedule

a. Two-hour program. During the first semester of the year, students could enroll in either a (1) two-hour block scheduled during the last two periods of the day, or (2) a split two-hour schedule. In this latter arrangement students had to schedule their second

period for the last hour of the school day. In both cases students were able to use part of their scheduled class time for completing community site visits. During the first semester only the two-hour block at the end of the school day was offered.

b. One-hour program. In response to a request by the building administrators, a one-hour version of the program was offered to students with the understanding that all community site visits would have to be completed on the student's own time after regular school hours. Surprisingly, this proved to be a very attractive program and during the second semester nearly 90 of the 115 students who enrolled for the program chose this version. During the project's third year, only the one-hour version will be offered. This decision has been made in response to a predominate preference on the part of both students and building administrators.

4. Relationship to Vocational Education Offerings

As a result of their explorations, many CBCE students have become increasingly aware of the vocational training opportunities available to them within their own school district while still enrolled in high school. These training programs, plus those offered at fourteen post-secondary institutions located within commuting distance of the Highline School District, provide excellent opportunities for students to secure initial training in occupations which they may have explored while enrolled in CBCE.

5. Staffing Pattern

a. Project Director. As the district's Director of Career Development, Dr. Ben Yormark acts as Project Director. Spending approximately 20% of his time in this capacity, he has provided general guidance and fiscal supervision to the project as well as liaison with other district staff at the building-level administrators and directors level.

b. Assistant Director. Chuck Judd, Assistant Project Director, has been responsible for the direct supervision of other project

personnel and the day-to-day operations of the project.

c. Learning Managers. The CBCE program at each school is taught by a Learning Manager. This certificated staff member is considered a member of the building's faculty and reports directly to the building level administrator in all matters except those regarding curriculum content and other features, such as student transportation, which are unique to the CBCE program. The Learning Manager's responsibilities include (1) directing self-assessment activities; (2) directing classroom learning directed toward the career exploration process; and (3) assisting students select appropriate jobs for exploration.

d. Community Resource Coordinator. The project employed two Community Resource Coordinators during the second year. Their responsibilities include: (1) recruiting community sites and community instructors; (2) conducting liaison with the staff of secondary and post-secondary vocational programs; and (3) assisting students in selecting and arranging for community site visits.

e. Vocational Information Specialists. The Vocational Information Specialist at each of the participating high schools has provided direct assistance to the program by: (1) recruiting students; (2) helping with the assessment of students; and (3) providing orientation activities and occupational information to students.

f. Clerical Assistant. The project staff is served by one full-time secretary. In addition to general clerical duties, the secretary coordinates much of the transportation needs of the students.

6. Student Population

a. First Semester. By the first of October enrollment in the CBCE program totaled 43 students. A breakdown of this group by various categories follows below.

Breakdown by Grade Level	10th	11th	12th
Evergreen	5	6	11

Mt. Rainier	4	4	9
Tyee		1	3

Breakdown by Sex	Boys	Girls
Evergreen	9	13
Mt. Rainier	6	11
Tyee	3	1

Breakdown by Special Groups	Regular	Spanish Heritage	Hearing Impaired	Non Trad.
Evergreen	18	3	1	-
Mt. Rainier	11	-	-	6
Tyee	4	-	-	-

By the end of the semester attrition had reduced the original 43 students to thirty-five.

b. Second Semester. As noted above in this report, an aggressive recruitment effort coupled with the introduction of a one-hour version of the program led to a significant increase in enrollment during the second semester. After one month, during which time there was considerable student movement in and out of classes, the enrollment in CBCE totaled 115 students. A breakdown of this group by various categories follows below.

Breakdown by Grade Level	10th	11th	12th
Evergreen	18	11	14
Mt. Rainier	16	12	14
Tyee	1	21	8

Breakdown by Sex	Boys	Girls
Evergreen	20	25
Mt. Rainier	17	25
Tyee	12	18

Breakdown by Special Groups	Regular	Spanish Heritage	Hearing Impaired	Non Trad.
Evergreen	35	-	-	8
Mt. Rainier	31	-	-	11
Tyee	22	-	-	8

By the end of the semester attrition had reduced the original group of 115 students to approximately 100. Though some attrition was noted at all three grade levels, seniors accounted for the largest share. Staff reported that most seniors who dropped the program were actually dropping from school, a phenomenon which occurs each spring as students begin to realize they are not going to graduate because of failure to meet the requirements.

c. Academic level of the student population. Although no specific objective criteria was gathered and analyzed regarding the academic achievement level of the CBCE students, staff felt the program's population was definitely skewed toward the lower half of a normal curve. However, staff did feel that the overall achievement level of the group was higher during the second semester, a fact they attributed to the offering of a one-hour program.

7. Instructional Strategies

a. Community Resources. The use of community resources is the unique instructional feature of the CBCE program. The use of these resources fall into three main categories which are outlined below. (For specific details on the use of community resources during the second year, see Appendices A and B.)

(1) Individual site visits. Through individual site visits students have an opportunity to talk with and observe workers in a one-on-one relationship. These visits fall into three categories.

(a) Career Orientations. The typical career orientation consists of two visits to the same site which will take from three to six hours of the student's time. The Career Orientation Guide, which has been developed by project staff, structures the student's gathering of basic information about the job and subsequently comparing it with his/her own interests, skills and aptitudes. During the second year at least 75% of the individual site visits completed were Career Orientations.

(b) Career Exploration. The student who wishes to pursue a specific occupation in greater depth may become involved in a Career Exploration which may consist of from 1 to 40 hours of community site visits. Unlike the Career Orientation which follows an established pattern, the Career Exploration is individualized to fit both the student and the job being explored.

(c) Training-Program Site Visits. Visits to training programs, both at secondary and post-secondary schools, give students an opportunity to explore training opportunities directly related to occupations they are interested in. These visits usually take several hours and the student is provided with a structured format to guide him/her in securing the essential infomation he/she should assimilate.

(2) Field Trips. Field trips, which may involve from 5 to 20 students, are used to acquaint students with an entire company or training institution.

(3) Seminars. Seminars are used when it is most convenient to bring a guest speaker(s) to the classroom to share useful information about an area of work or problem common to many young workers as they make the transition from school to work.

b. Classroom Activities. During the second year of the project staff made refinements on many of the classroom activities developed during the first year. However, these continue to fall into four main categories as follows.

(1) Self assessment activities which help students to grasp a better understanding of their own interests, abilities and aptitudes and how they relate to the requirements of various occupations.

(2) Job analysis activities which teach the student how to explore jobs and determine their significant characteristics. For the most part these activities incorporate basic concepts from the

Worker Trait Group factors found in Appendices A and B of the Dictionary of Occupational Titles, Volume II,

(3) Program coping activities, such as interviewing techniques and time management planning, which prepare the student to successfully complete program tasks and assignments.

(4) Career information activities which cover a variety of topics related to the process of making the transition from school to work. Topics may vary from job seeking skills to how to put a monetary value on fringe benefits.

c. Instructional Materials

During the first year the staff had to develop almost all of the materials they used, either starting from scratch or making adaptations from materials provided by Northwest Regional Educational Laboratory. However, during the latter part of the year many of the materials developed by the Appalachia Educational Laboratory under an NIE grant began to become available through the McKnight Publishing Company. These materials have been found to be extremely compatible with the instructional program developed by the CBCE staff. Consequently, many of these materials were purchased in considerable quantity for use during the project's third year.

In addition, during the summer months project staff completed an extensive revision of the Student Notebook which incorporates most of the staff developed materials. Between these revised materials and the commercial materials now available through McKnight, the staff now feel they have a good assortment to draw from. This will be particularly valuable when the project ends and the program may need to be carried on in some cases by new staff.

IV. PROBLEMS

Two major problems confronted the project during the second year, the first a specific operational problem and the second a pervasive problem that appears to be inherent in youth.

A. Enrollment and the Two-Hour Program

The most obvious problem encountered during the second year was the relatively poor enrollment for the first semester. The real problem appears to have been the two-hour time block students were required to take. It was hoped that the district's return to a six period day at the secondary level would have influenced students' willingness to commit two hours to the program. Evidently the extra period did not have the effect hoped for. This interpretation seems to have been confirmed when a one-hour version of the program was added at the beginning of the semester. Of the 115 students who enrolled in the program, 91 chose the one-hour version.

In going to a one-hour version, the staff's greatest concern centered on whether or not students would be willing to use after-school time to complete their community site visits. Such an arrangement, it was decided, was essential for several reasons. First, a one-hour span of time during the day would simply not permit adequate travel time as well as time for interviewing and observation. Secondly, staff felt they would need a full hour of classroom time in order to do justice to the curricular content required to give the program direction. As it turned out, the students in the one-hour program spent at least an average of one hour visiting community sites for every four or five hours spent in the classroom. This compared favorably with the ratio of time spent by the two-hour students. (For specific comparisons, see Appendix B.)

B. The Evasion of Reality

In spite of the deliberate effort that programs such as CBCE exert to help students deal with the reality of the work world, many students show an amazing tenacity when it comes to evading that reality. Even when they come face to face with it. As suggested in the project's first interim report, many students may resent the intrusion of reality which a program like CBCE brings. For them it is much more pleasant to continue in their world of fantasy or obscurity when thinking about their career futures. Dealing with such students requires patience on the part of the staff and the development of a hope that something which happens to the student during the course of the program will later ring a bell.

V. CONCLUSIONS

As a Priority II project, as defined in the original guidelines for implementing EBCE projects through this current round of Part D funding, Highline's CBCE program was designed to utilize EBCE learning strategies within a regular high school setting. In attempting to do this, the project's management staff has determined that the one-hour version of CBCE, as it has emerged during the project's second year, has the greatest likelihood of surviving after the project funding has ended. This is so for several reasons.

First, a one-hour program fits well into the established elective program. Though students appear willing to commit several hours to specific vocational training programs, particularly in their senior years, it should be remembered that these are usually students who, in one way or another, have already made some tentative career choices. Students seem less willing to commit several hours a day to exploring career possibilities.

Secondly, it should be kept in mind when comparing Highline's CBCE program with other EBCE programs that Highline's program is restricted to the exploration of careers in terms of paid employment. Without the responsibility for a broad range of academic skills and knowledge as well as life-skill competencies, typical of most EBCE programs, the CBCE program can zero in more specifically on the student's transition from school to the world of work. This narrow emphasis does not imply that other aspects of the student's development are not equally important, nor that they are not related to the student's career development in the broadest sense of the term. But it does reflect a management approach which recognizes the current instructional organization of the typical high school. The management staff of CBCE believes this approach, in the long run, will be the most effective in terms of assuring CBCE a permanent place in the district's secondary curriculum. For these reasons the project will offer only the one-hour version during year three.

Even this arrangement does not solve the problem of extra costs incurred by the extensive use of community resources. While it is true that using the community, rather than duplicating those facilities and services, saves money, nevertheless,

it costs something to tap into those resources. These costs include student transportation and the salaries of Community Resource Coordinators to recruit and maintain liaison with community representatives. This latter is the major additional expense and it must be included when figuring the per-pupil costs of the program. During the project's third year, the staff will work toward determining, with reasonable exactness, exactly what the cost is per each community site visit. With this sort of information planning for the program's post-project operation can take on specific dimensions.

VI. EVALUATION

This section contains the final report submitted by the project's third-party evaluator, the Bureau of School Services and Research at the University of Washington.

EVALUATION REPORT

FOR

HIGHLINE SCHOOL DISTRICT

Community-Based Career Exploration Project

July, 1978

Prepared by

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COMMUNITY-BASED CAREER EXPLORATION PROJECT

Highline School District
Final Evaluation Report
July, 1978

This report summarizes the testing information obtained from the Community-Based Career Education (CBCE) classes at Evergreen, Tyee and Mt. Rainier High and the comparative control groups from each of these three schools. A total of 80 students participated in the second semester of the CBCE program (31 at Evergreen, 19 at Tyee, and 30 at Mr. Rainier). The control groups included a total of 100 students (34 at Evergreen, 35 at Tyee, and 31 at Mt. Rainier). Fifteen students from the three schools joined the program specifically for the purpose of exploring jobs stereotyped for the opposite sex. The scores of these students are compared with other students in the results of Objective C2.

The evaluation consisted of pre and post written inventories and interviews in relation to a set of objectives revised at the end of the previous school year. The objectives established for 1977-78 were:

I. Awareness of the World of Work

A1: Students will demonstrate an increased understanding of jobs, including the role of government policies and regulations.

A2: Students will demonstrate an increased understanding of positive and negative rewards associated with various types of work.

A3: Students will demonstrate an ability to analyze conditions and requirements of occupations as determined by knowledge of Worker Trait Group Factors.

II. Awareness of Self in Relation to Jobs

B1: Students will demonstrate an increased interest in the understanding of their own aptitudes and abilities.

B2: Students will show an ability to describe requirements of selected jobs.

B3: Students will demonstrate an understanding of the complexity of involvement with data, people and things for current job interests.

B4: Students will demonstrate increased awareness of training opportunities available in occupations of particular interest.

III. Understanding and Competence in Career Planning

C1: Students will correctly identify key components of good career planning and will utilize these components in their own career planning.

C2: Students will demonstrate a broadening of interest in jobs which have been traditionally stereotyped for the opposite sex.

Due to the relatively small number of students from each school and the fact that their involvement was voluntary (rather than based on random selection), it was decided that no tests of significant difference would be used in the analysis of evaluation results. Rather, student mean score gains on various objectives were compared. Control groups were selected from students who were comparable academically with the treatment (CBCE) students. The pretest and posttest scores of both groups were compared. The evaluation results are examined according to objective category (See Table 1).

TABLE 1

Summary of Evaluation Instrumentation*

Objective	Written Test	Interview	Specific Instrumentation
A1	X		CEI, Part I, #1-12
A2	X		CEI, Part I, #13-24
A3	X		CEI, Part I, #25-34
B1	X	X	CEI, Part II; IG, #2
B2		X	IG, #5
B3		X	IG, #4
B4		X	IG, Part I, #6-7
C1	X		CEI, Parts III; IV, 1-6; and Vb, 1-10
C2	X	X	CEI, Parts IV, 7-15; Va; IG #8

*This Table summarizes the evaluation approach to be used in relation to each objective. Abbreviations used are: CEI -- Career Education Inventory; IG -- Career Education Guide.

Results of Objectives A1, A2, and A3 -- Awareness of the World of Work

These three objectives were assessed on Part I of the written test--Career Education Inventory (CEI). Questions 1-12 were related to A1, questions 13-24 were related to A2, and questions 25-34 measured A3. Results by school are summarized in Tables 2, 3, and 4.

Table 2 shows that very slight gains occurred in relationship to Objective A1. The control group's gains were also slight being .2 less than the treatment group's gains. The results of Objective A2 (Table 3) acutally show a slight loss as they also did on the first semester's evaluation results. The control group's losses were similar to the treatment group's loss.

The greatest gains occurred in relationship to Objective A3. The gains of the treatment group were +2.1 as compared to the +.2 gains of the control group. As it was suggested during the first semester evaluation report for 1977-78, maybe the students who took the CBCE course were more interested in the conditions and requirements of occupations (Objective A3) rather than in the broad forces (Objective A1) or the positive and negative rewards in relationship to work (Objective A2). It is also likely that the content material associated with Objective A3 is more directly related to the CBCE curriculum.

Based on the results, it is concluded that the CBCE program had a definite impact on attainment of Objective A3 but no particular influence on Objectives A1 and A2. In relation to Objective A3, we can be reasonably certain that there was definite improvement in the ability to analyze jobs using the knowledge about worker trait groups.

TABLE 2

INCREASED UNDERSTANDING OF BROAD FORCES
AFFECTING AVAILABILITY OF JOBS*

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Treatment (31)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE A1	Pre	6.1	5.5	6.6	7.0	6.1	7.0	6.2	6.5
	Post	6.2	5.7	7.8	7.9	6.8	7.2	6.8	6.9
	Gain or Loss	+ .1	+ .2	+1.2	+ .9	+ .7	+ .2	+ .6	+ .4

*This Table summarizes attainment in relation to Objectice A1. The maximum score is 12 points. Numbers in parentheses indicate the number of students included in the testing. See Part I of the Career Education Inventory (CEI), questions #1=12, for the actual questions asked.

TABLE 3

UNDERSTANDING OF POSITIVE AND NEGATIVE REWARDS
ASSOCIATED WITH WORK*

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Treatment (31)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE A2	Pre	6.2	6.1	7.0	8.1	7.1	7.1	6.7	7.1
	Post	6.4	5.9	6.6	7.9	6.7	6.4	6.6	6.8
	Gain or Loss	+ .2	- .2	- .4	- .2	- .4	- .7	- .1	- .3

*This Table summarizes the results of testing in relation to Objective A2. The maximum score is 12 points. See Part I of the CEI, (questions #13-24) for actual questions asked. Numbers in parentheses indicate the number of students included in the testing.

TABLE 4

ABILITY OF ANALYZE CONDITIONS AND REQUIREMENTS OF OCCUPATIONS*

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Treatment (21)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE A3	Pre	3.2	2.9	4.7	4.0	3.8	3.9	3.8	3.6
	Post	5.7	3.1	5.6	4.3	6.4	3.8	5.9	3.8
	Gain or Loss	+2.5	+ .2	+ .9	+ .3	+2.6	- .1	+2.1	+ .2

*This Table summarizes attainment in relation to Objective A3. The maximum score is ten points. See Part I of the CEI (questions #25-34) for actual questions used. Numbers in parentheses indicate the number of students included in the testing.

Results for Objectives B1-B4 -- Awareness of Self in Relation to Jobs

Both the written test and the interview were used in assessing progress in relation to these four objectives. Tables 5 and 6 contain results relating to Objective B1. The "interest" of students in their abilities was measured by Part II of the CEI (Table 5). Gains were made by both the treatment and the control groups, the gains being +2.5 more for the treatment group than for the control group.

The second part of Objective B1, the student's "understanding" of their own abilities, was tested by question #2 of the Interview Guide (IG). Students were given points for the quality of their reasons in relationship to their self-ratings. It should be noted that the control groups were not interviewed due to the extensive amount of time required for each interview. Gains were made on this aspect of Objective B1 by all three schools, the mean gain for all schools being 4.1 points.

The results of Objective B2 are summarized in Table 7. Objective B2 was measured by question #5 of the IG. The mean gain of the three schools was slight. This means that the students were able to select the abilities necessary for their chosen jobs equally well at the beginning of the CBCE course. The maximum number of points was 18; each of the nine items had a maximum of two points. Since the average score at the end of the semester was 13.0, each student received an average of 1.4 points per item for this part of the post-interview.

Table 8 demonstrates the results of Objective B3 which was tested by question #4 of the IG. The students were to mark the complexity of their top job choices, according to the Dictionary of Occupational Titles (DOT) categories, of Data, People, and Things. Table 8 shows only slight gains, the mean gain being +.8 points. This may be at least partially due to the

TABLE 5

INTEREST IN OWN ABILITIES*

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Treatment (21)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE B1 "Interest"	Pre	66.0	60.4	69.9	67.4	65.9	68.1	66.9	65.3
	Post	68.9	63.9	76.7	73.9	74.0	67.9	72.7	68.5
	Gain or Loss	+2.9	+3.5	+6.8	+6.5	+8.1	- .2	+5.8	+3.3

*This Table summarizes the gains on the first part of Objective B1. The "interest" section of the objective is measured by Part II of the CEI. The maximum score is 105 points. Numbers in parentheses indicate the number of students involved in the testing.

TABLE 6

UNDERSTANDING OWN ABILITIES*

		EVERGREEN (7)	TYEE (7)	MOUNT RAINIER (7)	TOTAL (21)
OBJECTIVE B1 "Understanding"	Pre	17.0	18.1	20.4	18.5
	Post	18.7	23.4	25.8	22.6
	Gain or Loss	+1.7	+5.3	+5.4	+4.1

*This table summarizes the gains on the second part of Objective B1. Assessment of the "understanding" component of this objective is measured by question #12 of the Career Interview Guide (IG). The maximum score here is 36 points. The list of skills are consistent with those tested by the General Aptitude Test Battery (GATB). Numbers in parentheses indicate the number of students involved in the testing. A randomly selected group of students were chosen from the treatment group for interviews.

TABLE 7

ABILITY TO DESCRIBE JOB REQUIREMENTS*

		EVERGREEN (7)	TYEE (7)	MOUNT RAINIER (7)	TOTAL (21)
OBJECTIVE B2	Pre	12.7	12.0	12.6	12.4
	Post	13.1	13.6	12.3	13.0
	Gain or Loss	+ .4	+1.6	- .3	+ .6

*This Table summarizes the results of Objective B2. The students received two points each time their ratings were identical with the mean ratings compiled by a panel of experts or one point each time their ratings were within one point of the mean ratings. This objective was measured by question #5 of the IG. The maximum score is 18 points. Numbers in parentheses indicate the number of students involved in the testing.

TABLE 8

UNDERSTANDING OF DUTIES ASSOCIATED WITH JOBS*

		EVERGREEN (7)	TYEE (7)	MOUNT RAINIER (7)	TOTAL (21)
Objective B3	Pre	6.6	8.7	6.3	7.2
	Post	9.3	7.0	7.6	8.0
	Gain or Loss	+2.7	-1.7	+1.3	+ .8

*This Table summarizes the attainment in relation to Objective B3 which is related to diagnosing complexity of selected job choices. The complexity ratings are related to Data, People, and Things in the Dictionary of Occupational Titles (DOT). This objective was measured by question #4 of the IG. The maximum number of points is 18. Numbers in parentheses indicate the number of students involved in the testing.

difficulty of determining the correct degree of complexity as stated in the DOT, three points were given for an exact match in rating, two points for an answer one greater or less than the correct answer, and one point for an answer deviating more than one and less than two from the rating presented in the DOT. The DOT ratings for next year are being changed to high, medium, and low to eliminate this problem of precision in the measurement of job complexity.

The results of Objective B4 are shown in Table 9. "Training requirements" were tested in question #6 of the IG; "educational opportunities" or "available schools" was measured in question #7 of the IG. The students' answers to both questions were rated on a 1-5 scale by a panel of experts in Highline. Students showed no gains except at Evergreen, in the "training requirements" part of Objective B4. All three schools showed some gains in the "educational opportunities" part of the objective. It is difficult to determine the "educational opportunities" part of the objective was actually stressed more than "training requirements" in the CBCE curriculum of the three schools.

In conclusion, the greatest gains were made on both parts of Objective B1--"interest in and understanding own abilities." Slight gains were made in relation to Objectives B2, B3, and the second part of B4. No change was observed in the "training requirements" part of Objective B4.

Results for Objectives C1 and C2 -- Understanding and Competence in Career Planning

Objective C1 is divided into three parts; the results are shown in Table 10. "Preparing" for good career planning was tested in Part III of the written test or inventory (CEI). "Understanding" was measured on Part IV, questions 1-6 on the CEI, and "utilization" was tested on Part Vb, questions 1-10 of the CEI.

TABLE 9

AWARENESS OF TRAINING REQUIREMENTS AND OPPORTUNITIES*

			EVERGREEN (7)	TYEE (7)	MOUNT RAINIER (7)	TOTAL (21)
OBJECTIVE B4	Requirements	Pre	3.7	4.4	4.0	4.0
		Post	4.8	3.9	3.3	4.0
		Gain or Loss	+1.1	- .5	- .7	0.0
	Opportunities	Pre	2.7	3.5	2.7	3.0
		Post	4.7	4.0	3.9	4.2
		Gain or Loss	+2.0	+ .5	+1.2	+1.2

*This table summarizes ratings of student awareness of educational requirements and opportunities related to the job of greatest interest at the time of the interview. See questions #6-7 of the IG. Responses to both questions were rated on a 1-5 scale by a panel of experts. Numbers in parentheses indicate the number of students involved in the testing.

TABLE 10

PREPARING, UNDERSTANDING AND UTILIZING GOOD CAREER PLANNING PROCEDURES*

			EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
			Treatment (31)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE C1	Preparing	Pre	5.3	4.4	6.0	6.7	6.5	5.9	5.9	5.7
		Post	5.4	3.9	6.8	6.8	6.9	6.4	6.3	5.7
		Gain or Loss	+ .1	- .5	+ .8	+ .1	+ .4	+ .5	+ .4	0.0
	Understanding	Pre	3.3	3.4	4.4	4.6	4.4	4.1	4.2	4.0
		Post	3.5	3.4	3.9	4.5	4.3	3.6	3.9	3.9
		Gain or Loss	- .3	0.0	- .5	- .1	- .1	- .5	- .3	- .1
	Utilizing	Pre	32.2	35.0	31.5	37.6	32.4	37.7	32.1	36.8
		Post	38.2	33.8	40.1	38.4	40.5	37.8	39.5	36.7
		Gain or Loss	+ 6.0	- 1.2	+ 8.6	+ .8	+ 8.1	+ .1	+ 7.4	- .1

*This Table summarizes the students' knowledge of preparing, understanding, and utilizing good career planning procedures. These are the aspects of Objective C1. "Preparing" is measured by Part III of the CEI. The maximum score is ten points. "Understanding" is measured by Part IV (questions #1-6) on the CEI. The maximum score here is six points. "Utilization" is measured by Part Vb, (questions #1-10) on the CEI. The maximum score on this part is 55 points. Numbers in parentheses indicate the number of students included in the testing.

In relation to "preparing" for good career planning procedures, students in the treatment group demonstrated slight gains and students in the control groups no gains or losses. Students in both the treatment and control groups showed a slight loss in "understanding" good career planning procedures. On the third part of Objective C1, "utilizing" good career planning procedures, students in the treatment group showed definite gains, the control group actually showed a slight loss. This objective was tested using questions which asked for knowledge in relationship to the student's jobs of first choice. The site visits, as well as the students' own interests may have contributed to these definite gains made on this aspect of Objective C1 by the treatment students. It is concluded that the treatment students showed little or no gains in "preparing" for and "understanding" good career planning procedures. However, in the "utilizing" of good career planning procedures, the treatment students indicated substantial gains.

Objective C2, "interest in jobs stereotyped for the opposite sex" was tested by both the inventory and the interview guide. Table 11 summarizes results relating to this objective as measured on Part IV, questions 7-15 of the CEI. These questions are really a test of knowledge about sex stereotyped in the working world. The treatment students showed some gain (from 4.2 to 4.5 points out of a possible of 9.0) whereas the control students showed no gains on these questions.

The results showing the tendencies of students to actually select jobs stereotyped for the opposite sex at the beginning and end of the program are shown in Table 12. On this part of Objective C2, the treatment students showed a slight loss of -.3 points, the control students an insignificant gain of +.1 points. This means that control group students were no more

TABLE 11

KNOWLEDGE ABOUT SEX STEREOTYPING OF JOBS*

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Treatment (31)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE C2	Pre	4.0	3.0	4.5	4.6	4.1	4.0	4.2	3.9
	Post	4.7	3.1	5.3	4.4	4.4	4.2	4.7	3.9
	Gain or Loss	+ .7	+ .1	+ .8	- .2	+ .3	+ .2	+ .5	0.0

*This Table summarizes the questions related to knowledge of sex stereotyping. See Part IV (questions 7-15) of the CEI. The maximum points were nine. Numbers in parentheses indicate the number of students included in the testing.

TABLE 12

SELECTING JOBS STEREOTYPED FOR OPPOSITE SEX*

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Treatment (31)	Control (34)	Treatment (19)	Control (35)	Treatment (30)	Control (31)	Treatment (80)	Control (100)
OBJECTIVE C2 Inventory	Pre	.8	.4	1.2	.9	1.4	.9	1.1	.7
	Post	.5	.3	.8	1.1	1.0	1.1	.8	.8
	Gain or Loss	- .3	- .1	+ .4	+ .2	- .4	+ .2	- .3	+ .1

*This Table summarizes the choices made concerning jobs stereotyped for the opposite sex on the CEI, part Va. The maximum points possible here are eight. A weighting system was used to indicate the extent to which each job was stereotyped for each of the sexes. For example, a female student selecting Plumber got two points because a Plumber is a male stereotyped job with a weight of two points. On the other hand, a male student selecting this job would receive no points since it is not stereotyped for the opposite sex. Numbers in parentheses indicate the number of students included in the testing.

likely (and in fact a little less likely) to select jobs stereotyped for the opposite sex as a result of participation in CBCE.

Table 13 shows the results of the selection of jobs stereotyped for the opposite sex as measured by question #8 of the IG. Slight losses were shown at all three schools on this aspect of Objective C2. We might conclude based on results in Tables 12 and 13 that participation in the CBCE curriculum tends to make students more cautious about selecting jobs stereotyped for the opposite sex. While this is certainly not an intended outcome of the program, it may be an unavoidable outcome from learning more about jobs and peoples attitudes toward them.

Fifteen females took the CBCE course specifically for the purpose of exploring jobs stereotyped for the opposite sex. The male students taking the course for this purpose did not take the posttest; therefore, they are not included in the evaluation results. Table 14 shows the scores of these 15 female students in comparison with the 65 students who did not take the CBCE course for the purpose of exploring jobs stereotyped for the opposite sex. Both groups showed slight losses on this part of Objective C2. The results on this objective (as measured by Part Va of the written test) are also given separately for all male and female students in Appendix Table B1. Both males and females showed slight losses as did the previous students comparisons on Part Va.

The results of Objective C2, with the exception of the CEI, Part IV, 7-15, indicate slight losses whether comparisons are between CBCE students at the three schools, male and female students, or students who took the course to explore jobs stereotyped for the opposite sex. It is concluded that the CBCE course appears to have little or no impact on the actual selection of jobs stereotyped for the opposite sex.

TABLE 13

SELECTING JOBS STEREOTYPED FOR OPPOSITE SEX*

		EVERGREEN (7)	TYEE (7)	MOUNT RAINIER (7)	TOTAL (21)
OBJECTIVE C2 Interview	Pre	1.0	6.6	4.6	4.1
	Post	.1	4.1	4.1	3.1
	Gain or Loss	- .9	-2.5	- .5	-1.0

*This table summarizes the choices made concerning jobs stereotyped for the opposite sex on the IG, measured by question #8. There was no set maximum on the IG because students could choose as many jobs as they wanted. The same weighting system that was used in the CEI was used in scoring the IG. Numbers in parentheses indicate number of students included in the testing.

TABLE 14

KNOWLEDGE ABOUT SEX STEREOTYPING OF JOBS*

		STUDENTS TAKING CBCE TO EXPLORE JOBS STEREOTYPED FOR OPPOSITE SEX			OTHER STUDENTS IN CBCE		
		Male (0)	Female (15)	Total (15)	Male (34)	Female (31)	Total (65)
OBJECTIVE C2	Pre		2.5	2.5	.2	1.5	.8
	Post		1.4	1.4	.1	1.2	.6
	Gain or Loss		-1.1	-1.1	- .1	- .3	- .2

*This Table compares the scores of the students who took the CBCE course to explore jobs stereotyped for the opposite sex with the scores of those students who did not take the course for this purpose. See Part Va of the CEI. The maximum points possible here are eight. Numbers in parentheses indicate the number of students included in the testing. Note the few males who took the course to explore jobs stereotyped for the opposite sex did not take post test, so the number of males are zero.

Overall Impact of CBCE Program -- Evaluation

Eighty-eight students completed the CBCE course evaluations. (Eight of these students were not included in CEI Evaluations because they did not take the pretest.) The frequencies of responses and the mean of each school's ratings on these course evaluations are shown in Appendix A of the report. Also, 21 students answered the post interview questions dealing with evaluating specific program components. These interview results are summarized in Table 15.

The 88 students who completed the CBCE course evaluation second semester rated their attitudes toward the program as 3.8 at the beginning of the course on a five point scale -- five being very positive. The final attitude rating of the 88 students at the end of the second semester was .3 points above the final rating given by the CBCE students at the end of the first semester. The 88 second semester students rated the overall quality of the CBCE program as 3.9 again on a five point scale with five being excellent. This rating was .4 points higher than the overall rating given by the CBCE students at the end of the first semester.

Site visits were rated the most helpful of all teaching approaches on the CBCE course evaluations. The rating for site visits was 2.6 on a three point scale with 3 being "very helpful." Field trips were rated the second most helpful part of the CBCE program.

Regarding areas in which the CBCE program was helpful to students, they rated "what to look for in a job" as being most helpful. Learning to "communicate with adults" received the second most helpful rating on this section of the CBCE course evaluation.

Seventeen of the 21 studnets who were interviewed at the time of program completion stated that job sites were the most useful component of the CBCE program. Job sites were also rated as the most useful component at the end of the first semester. The GATB and other tests component was also frequently mentioned as a useful component of the CBCE course.

TABLE 15

POST INTERVIEW QUESTIONS*

Most Useful Components	
Component	Number of Students
Job Sites	17
GATB and Other Tests	6
Field Trips	2
Were Aided in Planning for Career	
Deciding What I Wanted to Do	9
Deciding What I Didn't Want to Do	2
Recommended Changes	
Reduce Paper Work, e.g., COG's homework	6
Make More Site Visits	4
Make CBCE a Requirement	2
Reduce Classwork, e.g., busy work (more class discussions)	2

*Table 15 summarizes the answers that were given more than once on question #9 of the IG. A total of 21 students were interviewed.

In relation to career planning, nine of the 21 students interviewed said that the CBCE course helped them decide what they wanted to do for a job. Some of the statements made by the students were "didn't think about the job until I went on site visits," and "helped me decide what job I wanted to choose." Some students also mentioned the site visits as aiding in career planning.

Not all of the 21 students interviewed gave recommended changes. Those who did requested a reduction in paper work, such as the COG's, as did the students interviewed at the end of the first semester. However, only six students mentioned paperwork reduction at the end of the second semester as opposed to 12 students at the end of the first semester. Four students asked for more site visits. One student suggested that more time be spent at the site visits so that there would be time for additional questions. Another student suggested that class time be used for going on site visits. Two students requested that more class time be spent on class discussions rather than on busy work. A couple of students stated that the CBCE course be made a requirement for all students.

In conclusion, the students generally found most aspects of the CBCE program "helpful" or "somewhat helpful" on the CBCE course evaluation. The overall ratings of the course were favorable as were the students' ratings on their attitudes toward the course. The job sites were judged to be useful and/or helpful part of the program. This high rating for the job site visits came through clearly in both the interview and the course evaluations.

COMMUNITY-BASED CAREER EXPLORATION PROJECT

HIGHLINE SCHOOL DISTRICT

Evaluation Design for 1978-79

During the second semester of 1977-78, the initial objectives of the CBCE program were revised for the 1978-79 school year. Also, the evaluation instruments were changed according to the recommendations of the CBCE staff. This section of the final report is intended to document these changes in both the objectives and the evaluation design for the 1978-79 school year. The changes resulted from the experience gained in the first two years of the project.

Purposes of Evaluation and Project Outcomes

The initial evaluation plan referred to the importance of providing both the Highline School District and the U.S. Office of Education, the supporting agency for the CBCE project, information about student growth and attitude changes associated with employer-based career exploration models. The focus of the present evaluation proposal remains the measurement of desired behavior changes in project students.

The overall goal of the CBCE project, as articulated by its staff, is the extension of career exploration and preparation opportunities available to high school students in the Highline School District. More specific objectives for 1978-79, relating to this overall goal are:

A. Increased Awareness of the World of Work

1. Students will demonstrate an increased understanding of positive and negative rewards associated with various types of work.

2. Students will demonstrate an ability to analyze conditions and requirements of occupations as determined by knowledge of worker trait groups.

B. Increased Awareness of Self in Relation to Jobs

1. Students will demonstrate an increased interest in and understanding of their own aptitudes and abilities.
2. Students will show an ability to describe requirements of selected jobs.
3. Students will demonstrate an understanding of the complexity of involvement with data, people and things for current job interests.
4. Students will demonstrate increased awareness of training opportunities available in occupations of particular interest.

C. Increased Understanding of and Competence in Career Planning

1. Students will correctly identify key components of good career planning and will utilize these components in their own career planning.
2. Students will demonstrate a broadening of interest in jobs which have been traditionally stereotyped for the opposite sex.

In addition to the measurement of progress relative to the objectives stated above, the evaluation staff will assist project staff in monitoring the long-term effects of participation in the project. These long-term effects might be expected to include increased placement and success in vocational training programs, improved job placement records and ultimately increased levels of job performance. Initially, this follow-up process will

concentrate on monitoring the number of the CBCE participants who enter vocational training programs, their performance in these programs, and their rate of program completion. Performance of CBCE participants in each of these areas will be compared to that of the general student population in project high schools. The extension of the monitoring process to job placement and performance remains a possibility; however, the difficulties mentioned in earlier evaluation plans continue to suggest that this may not be a productive use of evaluation resources. The follow-up procedures described above will be the responsibility of CBCE staff with BSSR providing needed technical advice.

Based on the recognized importance of documenting processes and activities relative to a project such as CBCE, the staff will continue to keep detailed records of their progress. These records will include a description of curriculum modifications, a listing of resource personnel, and record of assigned readings, and a description of diagnostic tests utilized in the project.

Data Collection Procedures and Instruments

While some changes in process and instrumentation are incorporated into this evaluation plan, the basic pre, post design employed in the initial proposal remains. Although control groups will be used, the application of a "pure" treatment-control design is prevented by the fact that random assignment into the program is impossible. Rather, test results of students who choose to participate in the program will be compared again (on certain objectives) to those of a representative group of non-project students. While this design will not accomodate the bias which comes with motivation to be in the program, it will allow some control for the effects of maturation

and test experience. A pre, post interview format will continue to be used to assess progress relative to selected objectives. Table 16 summarizes the evaluation instruments to be used.

In the paragraphs below, the proposed instruments and procedures are discussed for each objective.

A1: Understanding of positive and negative rewards associated with work. This objective will be evaluated by Part I, Questions #1-16, which is a revised section of the CEI (see Appendix C) for actual items. Objective A1 is last years A2. The original A1 (Increased understanding of broad forces affecting availability of jobs) was eliminated at the request of the CBCE staff who said that the objective was not taught specifically in the CBCE program.

A2: Ability to analyze conditions and requirements of occupations. This objective will be evaluated by Part I, Questions 17-26. It consists of a series of questions designed to measure respondent's knowledge of Work Trade Group Factors as described in the Dictionary of Occupational Titles (Volume II), Appendix B. Objective A2 is the original Objective A3, the questions are the same ones that were used in the 1977-78 evaluation. Only the numbers of the items were changed.

B1: Interest in and understanding of own abilities. The "interest" component of this objective will continue to be measured by Part II of the CEI (see Appendix C). Assessment of the "understanding" component will continue to be measured by Question #2 of the IG (see Appendix C). Respondents will be asked to rate their skill, in each area tested by the GATB, compared to a norm group of high school students in general.

B2: Ability to describe job requirements. This objective will again be assessed by Question #5 of the IG (see Appendix C). No changes were made on this objective or in the procedure used in its measurement.

B3: Understanding of duties associated with jobs. This objective will continue to be measured by the IG, Questions #3 and #4 (see Appendix C). The complexities for the two occupations of greatest interest on Question #4 will be changed from the ratings coded in the Dictionary of Occupational Titles (DOT) to High, Medium, and Low complexities. The CBCE program staff decided that it was difficult for the students to code each job exactly as it was coded in the DOT. As an example of this problem, the DOT rates a secretary as .368; the CBCE staff thought the rating could just as well be .364. Precision in the ratings just isn't all that important.

B4: Awareness of training opportunities. This assessment of this objective will remain the same as in earlier evaluations. For the actual questions asked, see the IG, Questions #6 and #7 (Appendix C).

TABLE 16

SUMMARY OF EVALUATION INSTRUMENTATION*

Objective	Written Test	Interview	Specific Instrumentation
A1	X		CEI, Part I, #1-16
A2	X		CEI, Part I, #17-26
B1	X	X	CEI, Part II; IG, Question #2
B2		X	IG, Question #5
B3		X	IG, Questions #3-4
B4		X	IG, Questions #6-7
C1	X		CEI, Part III and Part Vb (#1-11)
C2	X	X	CEI, Part IV (#1-9) and Va

*This Table summarizes the evaluation approach to be used in relation to each objective. Abbreviations used are: CEI - Career Education Inventory (see Appendix C); IG - Career Education Interview Guide (see Appendix C).

C1: Understanding and utilzing good career planning procedures. Progress toward this objective will be measured by Part III, which is a revised section of the CEI, consisting of the old questions from Part IV, some items from the original Part III, and some new items. This objective is also assessed on the CEI, Part Vb (#1-11). For actual questions asked see the CEI, Parts III and Vb (Appendix C).

C2: Interest in jobs traditionally stereotyped for the opposite sex. The procedures for assessing progress in relation to this objective will be Part IV and Va of the CEI. The CBCE program staff wanted Question #8 of the IG eliminated from the evaluation. Question #8 of the IG measured the same aspect of Objective C2 as did Part Va of the CEI. For actual questions asked, see the CEI (Appendix C).

Tests referred to above will be administered to all CBCE participants during the first two weeks of each semester and again during the last two weeks of each semester. Control groups (judged to be similar in at least grade level and sex distribution) will be tested at the beginning and end of the second semester at each of the three participating schools. A sample of 30 students (ten from each school) will be selected each semester from all initial participants in the CBCE program for the pre-interview. Of this group, only those who remain the program more than three months will participate in the post-interview.

In addition to the questions designed to measure objective attainment, both the posttest and the post-interview will continue to include sections designed to solicit student feedback relative to various components of the project. While this information is not an essential requirement of the evaluation, it has proved to be useful to the CBCE staff in their efforts to build improvement into the program.

Data Analysis and Reporting Requirements

The data collected during the pre and post-measurement periods will be analyzed according to student gains for each of the eight student objectives. Both individual student and group gains will be summarized and included in a final evaluation report. Copies of this final report will be sent to the Project Director no later than August 5, 1979.

CBCE COURSE EVALUATION

Please respond to each of the following questions relating to the CBCE program.

1. At the begining of the CBCE program (or immediatly prior to registration in the course), my attitude toward participation in the CBCE program could be best described as:

Very Positive					Very Negative *
3	12	14	3	1	

2. In the CBCE program several different teaching approaches were used. Please indicate by checking the appropriate space the degree of help which each provided in your own exploration of careers.

	Very Helpful	Somewhat Helpful	Of Little Help	No Opinion
a) seminars	4	13	7	10
b) film strips	2	11	17	4
c) field trips	20	11	1	2
d) site visits	29	4	1	--
e) class discussions	9	12	1	3
f) self assessment	6	14	11	3
g) job analysis of COG	6	18	9	1
h) OVIS	3	15	9	7
i) self directed survey	6	14	13	1
j) computer survey (Mr. Wizard)	13	14	5	2
k) work sheet on American Economy	1	6	18	9

3. My attitude now toward participation in the CBCE program is:

Very Positive					Very Negative
7	11	12	2	2	

*One student didn't mark this item.

4. Listed below are several possible areas in which the CBCE program may have been helpful for students. Indicate the degree of help you associate with each area by checking the appropriate space.*

	Very Helpful	Of Some Help	Of Little Help	No Opinion
a) get along with others	11	18	1	2
b) understand more about myself	11	15	5	1
C) learn what to look for when considering a job	18	10	2	1
d) improve your reading skills	2	19	10	1
e) communicate comfortably with adults	10	17	4	1
f) take responsibility for your own actions	8	16	7	1
g) improve your math skills	2	10	16	4
h) learn basic skills necessary for careers that interest you	15	9	7	1

5. My rating of the overall quality of the CBCE program is:

Excellent 5 : 12 : 10 : 4 : 1 Poor

*Two students didn't fill out this side.

CBCE COURSE EVALUATION

Please respond to each of the following questions relating to the CBCE program.

1. At the begining of the CBCE program (or immediatly prior to registration in the course), my attitude toward participation in the CBCE program could be best described as:

Very Positive					Very Negative
9	6	7	1	--	

2. In the CBCE program several different teaching approaches were used. Please indicate by checking the appropriate space the degree of help which each provided in your own exploration of careers.

	Very Helpful	Somewhat Helpful	Of Little Help	No Opinion
a) seminars	1	13	4	5
b) film strips	1	21	1	--
c) field trips	13	6	1	3
d) site visits	21	2	--	--
e) class discussions	3	15	4	1
f) self assessment	9	10	3	1
g) job analysis of COG	4	13	5	1
h) OVIS	4	12	2	5
i) self directed survey	3	14	2	4
j) computer survey (Mr. Wizard)	10	7	5	1
k) work sheet on American Economy	3	10	7	3

3. My attitude now toward participation in the CBCE program is:

Very Positive					Very Negative
10	9	2	2	--	

4. Listed below are several possible areas in which the CBCE program may have been helpful for students. Indicate the degree of help you associate with each area by checking the appropriate space.*

	Very Helpful	Of Some Help	Of Little Help	No Opinion
a) get along with others	7	9	2	1
b) understand more about myself	9	8	--	2
C) learn what to look for when considering a job	11	8	--	--
d) improve your reading skills	2	8	8	1
e) communicate comfortably with adults	12	5	2	--
f) take responsibility for your own actions	10	7	3	--
g) improve your math skills	--	5	13	1
h) learn basic skills necessary for careers that interest you	8	9	2	--

5. My rating of the overall quality of the CBCE program is:

Excellent 8 : 7 : 4 : ____ : ____ Poor

*Four students didn't fill out this side.

CBCE COURSE EVALUATION

Please respond to each of the following questions relating to the CBCE program.

1. At the begining of the CBCE program (or immediatly prior to registration in the course), my attitude toward participation in the CBCE program could be best described as:

Very Positive					Very Negative
1	10	8	2	--	

2. In the CBCE program several different teaching approaches were used. Please indicate by checking the appropriate space the degree of help which each provided in your own exploration of careers.

	Very Helpful	Somewhat Helpful	Of Little Help	No Opinion
a) seminars	4	7	5	5
b) film strips	2	13	10	6
c) field trips	15	10	2	4
d) site visits	29	2	--	--
e) class discussions	13	14	3	1
f) self assessment	13	14	2	2
g) job analysis of COG	13	13	4	1
h) OVIS	2	5	3	21
i) self directed survey	9	17	2	3
j) computer survey (Mr. Wizard)	4	10	6	11
k) work sheet on American Economy	2	7	8	14

3. My attitude now toward participation in the CBCE program is:

Very Positive					Very Negative
13	8	6	4	--	

4. Listed below are several possible areas in which the CBCE program may have been helpful for students. Indicate the degree of help you associate with each area by checking the appropriate space.*

	Very Helpful	Of Some Help	Of Little Help	No Opinion
a) get along with others	13	11	2	2
b) understand more about myself	18	8	1	1
C) learn what to look for when considering a job	22	4	--	2
d) improve your reading skills	5	9	12	4
e) communicate comfortably with adults	16	12	--	--
f) take responsibility for your own actions	16	8	--	4
g) improve your math skills	1	7	16	4
h) learn basic skills necessary for careers that interest you	15	9	1	3

5. My rating of the overall quality of the CBCE program is:

Excellent 13 : 8 : 3 : 2 : 1 Poor **

*Three students didn't fill out this side.

**One of the above students didn't mark this item.

SUMMARY OF CBCE COURSE EVALUATIONS

Average rating of attitudes towards CBCE program. (Five point scale: 5 - very positive; 1 - very negative.)

	Mount Rainier	Tyee	Evergreen	Total
Beginning (Question #1)	4.1	4.0	3.4	3.8
Ending (Question #3)	4.0	4.2	3.6	3.9

Average rating of overall quality of the CBCE program. (From Question #5. Five point scale: 5 - excellent; 1 - poor.)

Mount Rainier	Tyee	Evergreen	Total
4.1	4.2	3.5	3.9

Average ratings for degree of help provided by each approach. (Three point scale- 3 being very helpful, 2 - somewhat helpful, 1 - of little help, 0 - no opinion.)

		Mount Rainier	Tyee	Evergreen	Total
2.	a) seminars	1.0	1.4	1.3	1.2
	b) film strips	1.4	2.0	1.3	1.6
	c) field trips	2.2	2.3	2.4	2.3
	d) site visits	2.9	2.9	2.8	2.6
	e) class discussions	2.3	1.4	1.8	1.7
	f) self assessment	2.2	2.2	1.7	2.0
	g) job analysis of COG	2.2	1.9	1.9	2.0
	h) Ovis	.6	1.7	1.4	1.2
	i) self directed search	2.0	1.6	1.7	1.8
	j) computer survey	1.2	2.1	2.1	1.8
	k) work sheets of American economy	.9	1.6	1.0	1.2
4.	a) get along with others	2.3	2.2	2.2	2.2
	b) understand myself	2.5	2.3	2.1	2.3
	c) what to look for in a job	2.6	2.6	2.5	2.6
	d) improve reading skills	1.4	1.6	1.7	1.6
	e) communicate with adults	2.6	2.5	2.1	2.4
	f) take responsibility for actions	2.3	2.4	2.0	2.2
	g) improve math skills	1.2	1.2	1.3	1.2
	h) learn basic skills necessary for career that interests you	2.3	2.3	2.2	2.3

APPENDIX B

Comparisons of Students Who Took the CBCE Course for One and Two Periods

To increase the CBCE enrollment at the three schools, students were allowed to enroll for one period as well as for two periods. Previously, enrollment in two periods of CBCE had been required. This Appendix briefly examines the attainment of course objectives by the 11 students who took the CBCE course for two periods and by the 69 students who took the CBCE course for one period. These comparisons are based strictly on the written test or inventory. A comparison was not made in relation to the interview because only three students were interviewed who took the CBCE course for two periods.

Results of Objective A1, A2, and A3 -- Awareness of the World of Work

Table B2 shows the results on Objective A1. Slight gains were made by both groups--those taking the CBCE course for one period and those taking the course for two periods. Students taking the course for one period acutally made slightly greater gains over those taking the course for two periods. Table B3 shows only slight gains in relation to Objective A2 for the two period students over the one period students. The results in relation to Objective A3 (Table B4) again show only slight differences between the two groups. It is concluded that there were no significant differences between two period and one period students in relation to Objective A1, A2, and A3.

Results of Objective B1 -- "Interest" in Own Abilities

The "interest" of students in their own abilities was measured by Part II of the CEI. Students who took the course for two periods showed

substantial gains over students who took the course for one period in relation to Objective B1. Maybe two periods gave the students more time to develop interest in their own abilities by enabling the student to fill out questionnaires, take surveys, etc. (For results see Table B5.)

Results for Objectives C1 and C2 -- Understanding and Competence in Career Planning

Objective C1 is divided into three parts; the results are shown in Table B6. Examining all three sections of Table B6 demonstrate that there was little or no difference between the gains or losses of both groups of students in relation to Objective C1.

Objective C2, "interest in jobs stereotyped for the opposite sex" was tested by the inventory, Part IV, 7-15, in relation to Objective C2. Students who took the course for two periods showed only slight gains over those students who took the course for one period.

The results of the sex-stereotyped job choices made on Part Va of the inventory are given in Table B8. No differences in results occurred between the two groups of students.

It is concluded that with one exception, "interest" in own abilities (Objective B1), students taking the course for two periods indicated similar results to those for students taking the course for one period.

APPENDIX TABLE B1

SELECTING JOBS STEREOTYPED FOR OPPOSITE SEX*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		Male (15)	Female (16)	Male (8)	Female (11)	Male (11)	Female (19)	Male (34)	Female (46)
OBJECTIVE C2	Pre	.1	1.4	.1	1.9	.3	2.1	.2	1.8
	Post	.1	.9	0.0	1.4	.2	1.5	.1	1.3
	Gain or Loss	0.0	- .5	- .1	- .5	- .1	- .6	- .1	- .5

*This Table compares the male and female scores of the treatment students in relation to Objective C2. See Part Va of the CEI. The maximum points possible here are eight. Numbers in parentheses indicate the number of students included in the testing.

APPENDIX TABLE B2

INCREASED UNDERSTANDING OF BROAD FORCES
AFFECTING AVAILABILITY OF JOBS*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE A1	Pre	5.9	7.3	6.8	6.0	6.1	6.3	6.2	6.5
	Post	6.1	7.0	8.0	7.0	6.9	6.0	6.8	6.7
	Gain or Loss	+ .2	- .3	+1.2	+1.0	+ .8	- .3	+ .6	+ .2

*This Table compares the scores of the Treatment groups, who took the CBCE course for one period or two periods, in relation to Objective A1. The maximum score was 12 points. See Part I of the CEI (questions 1-12) for actual questions asked. Numbers in parentheses indicate the number of students included in the testing.

APPENDIX TABLE B3

UNDERSTANDING OF POSITIVE AND NEGATIVE REWARDS ASSOCIATED WITH WORK*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE A2	Pre	6.3	5.5	7.4	5.5	7.1	6.3	6.9	5.7
	Post	6.4	6.0	6.9	5.8	6.8	6.0	6.7	5.9
	Gain or Loss	+ .1	+ .5	- .5	+ .3	- .3	- .3	- .2	+ .2

*This Table compares the scores of the treatment groups, who took the CBCE course for one period and two periods, in relation to Objective A2. The maximum score was 12 points. See Part I of the CEI (questions #13-24) for actual questions asked. Numbers in parentheses indicate the number of students included in the testing.

APPENDIX TABLE B4

ABILITY TO ANALYZE CONDITIONS AND REQUIREMENTS OF OCCUPATIONS*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE A3	Pre	3.1	4.3	4.9	4.0	3.7	4.3	3.7	4.2
	Post	5.4	7.3	5.9	4.8	6.5	5.0	6.0	5.7
	Gain or Loss	+2.3	+3.0	+1.0	+ .8	+2.8	+ .7	+2.3	+1.5

*This Table compares the scores of the treatment groups, who took the CBCE course for one period or two periods, in relation to Objective A3. The maximum score was ten points. See Part I of the CEI (questions #25-34) for actual questions used. Numbers in parentheses indicate the number of students involved in the testing.

APPENDIX TABLE B5

INTEREST IN OWN ABILITIES*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE B1	Pre	65.9	67.0	68.0	77.0	66.6	59.0	66.6	68.5
	Post	66.9	82.5	73.7	88.0	73.9	75.0	71.1	82.5
	Gain or Loss	+1.0	+15.5	+5.7	+11.0	+7.3	+16.0	+4.5	+14.0

*This Table compares the scores of the treatment groups, who took the CBCE course for one period or two periods, in relation to Objective B1. The "interest" section of the objective was measured by Part II, of the CEI. The naximum scores was 105 points. Numbers in parentheses indicate the number of students involved in the testing.

APPENDIX TABLE B6

PREPARING, UNDERSTANDING, AND UTILIZING GOOD CAREER PLANNING PROCEDURES*

(CBCE STUDENTS ONLY)

			EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
			One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE C1	Preparing	Pre	5.3	5.5	6.3	5.0	6.5	6.6	6.0	5.6
		Post	5.3	5.8	7.4	4.8	6.8	7.7	6.3	5.9
		Gain or Loss	0.0	+ .3	+1.1	- .2	+ .3	+1.1	+ .3	+ .3
	Understanding	Pre	3.8	4.0	4.3	4.5	4.5	3.7	4.1	4.1
		Post	3.4	4.8	4.1	3.3	4.3	4.3	3.9	4.1
		Gain or Loss	- .4	+ .8	- .2	-1.2	- .2	+ .6	- .2	0.0
	Utilizing	Pre	31.3	38.3	31.5	31.5	32.2	33.7	31.8	34.5
		Post	38.3	38.0	39.1	44.0	40.0	45.3	39.1	42.2
		Gain or Loss	+7.0	- .3	+7.6	+12.5	+7.8	+11.6	+7.4	+7.7

*This Table compares the scores of the treatment groups, who took the CBCE course for one period or two periods, in relation to Objective C1. "Preparing" was measured by Part III of the CEI. The maximum score was ten points. "Understanding" was measured by Part IV (questions #1-6) on the CEI. The maximum score was six points. "Utilization" was measured by Part Vb, (questions # 1-10) on the CEI. The maximum score was 55 points. Numbers in parentheses indicate number of students included in the testing.

APPENDIX TABLE B7

KNOWLEDGE ABOUT SEX STEREOTYPING OF JOBS*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE C2	Pre	4.0	4.0	4.6	4.3	4.2	3.3	4.2	3.9
	Post	4.6	5.5	5.5	4.3	4.3	6.0	4.7	5.2
	Gain or Loss	+ .6	+1.5	+ .9	0.0	+ .1	+2.7	+ .5	+1.3

*This Table compared the scores of the treatment groups, who took the CBCE course for one period or two periods, in relation to Objective C2. See Part IV, (questions 7-15) of the CEI. The maximum number of points were nine. Numbers in parentheses indicate the number of students included in the testing.

APPENDIX TABLE B8

SELECTING JOBS STEREOTYPED FOR OPPOSITE SEX*
(CBCE STUDENTS ONLY)

		EVERGREEN		TYEE		MOUNT RAINIER		TOTAL	
		One Period (27)	Two Periods (4)	One Period (15)	Two Periods (4)	One Period (27)	Two Periods (3)	One Period (69)	Two Periods (11)
OBJECTIVE C2	Pre	.8	.3	1.0	1.8	1.5	.7	1.2	.9
	Post	.6	0.0	.8	.8	1.0	1.0	.8	.5
	Gain or Loss	- .2	- .3	- .2	-1.0	- .5	+ .3	- .4	- .4

*This table compares the scores of the treatment groups, who took the CBCE course for one period or two periods in relation to Objective C2, which was measured on Part Va of the CEI. The maximum points here were 8. Numbers in parentheses indicate number of students included in the testing.

APPENDIX C

CAREER EDUCATION INVENTORY

The questions which follow are designed to assess your current knowledge of the attitudes toward career planning. All answers will be placed on the appropriate answer sheet. You are encouraged to respond to all questions and work as rapidly as you can. The inventory has been divided into several parts; please be careful to see that you use the proper section of the answer sheet for each of these subsections. Pay particular attention to the underlined words.

PART I - AWARENESS OF THE WORLD OF WORK

(For each question choose the <u>one</u> best answer and then circle the corresponding letter on the answer sheet.)

1. The position of retail sales clerk is generally viewed as having which one of the following job drawbacks?

   a. involves little work with people
   b. involves routine job duties
   c. often requires irregular working shifts or hours
   d. entails complicated work with mathematics

2. Which one of the following is generally viewed as a benefit of the job of postal clerk?

   a. high monthly salaries
   b. variety of interesting tasks
   c. job security
   d. a great deal of responsibility

3. Sally chose hair styling rather than modeling or acting. Which work value probably concerned her the most?

   a. salary and fringe benefits
   b. security
   c. opportunity for advancement
   d. prestige

4. Which of the following is generally recognized as a benefit associated with being a pharmacist?

   a. regular hours
   b. personal safety
   c. long vacations
   d. opportunities to meet people

5. Which of the following best describes the work of a certified public accountant?

   a. certifies applicants for housing
   b. compiles and checks business records
   c. decides how products should be advertised
   d. counts money in a bank

6. Elmer chose working for a large corporation rather than working for a small business or opening his own business. Which work value probably concerned him the most?

   a. pleasant work environment
   b. permits leisure activities
   c. opportunity for advancement
   d. high income

7. Which of the following jobs relies primarily on "on-the-job" training as opposed to formal training?

   a. firefighter
   b. route delivery clerk
   c. air traffic controller
   d. police officer

8. In which of the jobs would a person who values job security probably be <u>least</u> staisfied?

   a. truck driver
   b. construction worker
   c. route delivery clerk
   d. firefighter

9. Joyce chose interior design rather than accountant or police officer. Which work value probably concerned her the most?

   a. prestige
   b. creativity
   c. friendly co-workers
   d. security

10. Who is likely to spend the most time helping people with personal and family problems?

    a. banker
    b. member of the clergy
    c. teacher
    d. police officer

11. One of the generally viewed drawbacks of being a FBI agent is

    a. limited job security
    b. limited opportunity for outdoor work
    c. limited medical and insurance benefits
    d. limited chance to live in different regions of the country

12. Sam chose bank manager rather than car salesperson or truck driver. Which work value probably concerned him the most?

    a. creativity
    b. sense of accomplishment
    c. prestige
    d. friendly co-workers

13. In which of the following jobs is the successful worker likely to have the best opportunities to earn a high income?

    a. real estate salesperson
    b. waitress
    c. barber
    d. grocery store manager

14. Phyllis chose plumber rather than typist or dog trainer. Which work value probably concerned her the most?

    a. opportunity for advancement
    b. salary
    c. leisure activities
    d. sense of accomplishment

15. Which of the following is generally not considered a benefit associated with the position of veterinarian?

    a. regular working hours
    b. good pay
    c. opportunity to meet people
    d. limited educational background required

16. Maude chose receptionist rather than restaurant manager or real estate agent. Which work value probably concerned her the most?

    a. leisure activities
    b. prestige
    c. salary
    d. sense of accomplishment

17. Which of the following is not one of the qualifications used in determining Worker Trait Groups?

    a. specific vocational preparation
    b. interests
    c. physical demands
    d. salary

18. Which of the following terms does not belong in a group with the others as they relate to job analysis?

    a. people
    b. attitudes
    c. data
    d. things

19. Which of the following is the best example of a "data-people job?"

    a. ski tow operator
    b. painter
    c. teacher
    d. auto mechanic

20. Which of the following phrases best describes a "cluster" as it relates to job classification?

    a. a classification by goods and services
    b. a classification by similar worker skills
    c. a classification by nature and degree of training
    d. a classification by relationship to data, people, and things

21. Which of the following choices lists level of involvement with data in order from more complex to less complex?

    a. analyzing, coordinating, copying, comparing
    b. compiling, analyzing, coordinating, synthesizing
    c. comparing, copying, coordinating, analyzing
    d. synthesizing, coordinating, analyzing, compiling

22. Which of the following job situations is most typical of a salesperson?

    a. plans for others
    b. influences others
    c. interprets ideas, feelings, and facts
    d. follows specific instructions

23. On the scale used to code degree of complexity with regard to data, people, and things, which number listed below represents the most complex level of involvement?

    a. 0
    b. 4
    c. 7
    d. 8

24. Applying the system used to rate degree of complexity with regard to data, people, and things (in that order), which set of numbers below best describes the work of a counselor?

    D P T

    a. 8-5-8
    b. 8-8-0
    c. 5-1-7
    d. 1-0-8

25. Which of the tempermental qualities listed below would be most helpful for someone who works as a nurse?

    a. ability to work in uncertain situations
    b. good team member
    c. high level of assertiveness
    d. high level of independence

26. Which of the terms listed below describes the most complex involvement with people?

    a. mentoring
    b. diverting
    c. negotiating
    d. supervision

PART II - ATTENTION TO CAREER PLANNING

How much thinking and planning have you done in the following areas? What kind of plans do you have? For each question below, choose one of the following answers to show what you have done. On the answer sheet, circle the number corresponding to your selected response.

Answers

1. I have not given any thought to this.
2. I have given some thought to this but haven't made plans yet.
3. I have some plans, but am still not sure of them.
4. I have some definite plans, but don't know how to carry them out.
5. I have made definite plans, and know what to do to carry them out.

Questions

1. Finding out about educational and occupational possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.

2. Talking about career decisions with an adult who knows something about me.

3. Taking high school courses which will help me decide what line of work to go into when I leave school or college.

4. Taking high school courses which will help me in college, in job training, or on the job.

5. Taking part in school or out-of-school activities which will help me in college, in training, or on the job.

6. Taking part in school or out-of-school activities (for example, Science Club, school newspaper, Sunday School teaching, volunteer nurses' aid), which will help me decide what kind of work to go into when I leave school.

7. Getting a part-time or summer job which will help me decide what kind of work I might go into.

8. Getting a part-time or summer job which will help me get the kind of job or training I want.

9. Getting money for college or training.

10. Dealing with things which might make it hard for me to get the kind of training or the kind of work I would like.

11. Getting the kind of training, education, or experience which I will need to get into the kind of work I want.

12. Getting a job once I've finished my education and training.

13. Doing the things one needs to do to become a valued employee who doesn't have to be afraid of losing his job or being laid off when times are hard.

14. Getting ahead (more money, promotions, etc.) in the kind of work I choose.

High school students differ greatly in the amount of time and thought they give to making choices. Use the statements below to compare yourself to the typical students of your sex in your grade on each of the following kinds of choices. Circle your answers on the appropriate place on your answer sheet.

Answers

1. much below average, not as good as most . . .
2. a little below average . . .
3. average . . .
4. a little above average . . .
5. much above average, better than most . . .

Questions

. . . in the amount of time and thought I give to:

15. choosing high school courses

16. choosing high school activities

17. choosing out-of-school activities

18. choosing between college, junior college, business school, technical school, work, military service, marriage, homemaking, etc.

19. choosing a college, branch of military service, wife or husband, etc.

20. choosing an occupation for after high school, college, or job training

21. choosing a career in general

PART III - CAREER PLANNING PROCEDURES

For each question, choose the best answer for you and then circle the appropriate number on the answer sheet.

1. The Occupational Outlook Handbook gives information about all of the following, except:

   a. job entry requirements.
   b. average salaries in occupational fields.
   c. job openings in major cities.
   d. descriptions of job duties.

2. Which of the following is the best source of information about job duties and opportunities?

   a. Vocational Guidance Quarterly
   b. Occupational Index
   c. Classified Want Ads
   d. Occupational Outlook Handbook

3. Which of the following is the name of a test designed specifically to give a person information about his or her abilities as they relate to possible occupational choices?

   a. Comprehensive Tests of Basic Skills (CTBS)
   b. General Educational Development Test (GED)
   c. Occupational Abilities Assessment Test (OAAT)
   d. General Aptitude Test Battery (GATB)

4. Wilbur is having difficulty deciding whether to attend a technical school or a university. He has demonstrated superior ability in both technical and academic classes while in high school. Based on this information alone, what should Wilbur do?

   a. Go to a university first, and if he doesn't like it enroll in a technical school.
   b. Since he doesn't have a preference, he should attend the technical school and spend only two years in training (rather than four).
   c. Research the curriculum and job opportunities associated with each, then make a decision.
   d. Find out which school has the lowest tuition.

5. Evelyn wants a job working with animals, but all such jobs she knows about have low salaries. Since a good salary is important to Evelyn, she is having trouble deciding what to do. Based on this information alone, what should she do?

   a. Find a job working with animals and supplement her income with a second job.
   b. Find out if there are some better paying jobs in this field that she is not aware of.
   c. Look for a job that pays what she wants, regardless of whether it involves animals.
   d. Get a job working with animals since money is not as important as liking what one does.

6. Arnold has just completed a two-year program in welding. However, because of a recession in the ship building industry, he is unable to find a job as a welder. Based on these facts alone, what should Arnold do?

   a. Do some research to see if his welding skills can be applied to another trade or industry.
   b. Forget welding for now, take an unskilled job until some opportunities arise.
   c. Return to welding school to get more training.
   d. Enroll in another training program where jobs are more available.

7. Beatrice has always wanted to be a police officer, but she recently learned that she does not meet the minimum height requirements. Based on this information alone, what should Beatrice do?

   a. Decide what it is about the job of police officer she likes and then find another job with similar characteristics.
   b. Apply for another position in the police department, such as clerk or dispatcher.
   c. Join the Army, since the military is very similar to police work and there is no minimum height requirement.
   d. Forget police work and go to college.

8. Marilyn has just completed her B.A. degree in English and wants to attend law school. However, many knowledgeable people have told her that most opportunities for young attorneys are in small towns. Marilyn enjoys the big city and does not want to live in a small town. Based on this information alone, what should Marilyn do?

   a. Forget law school.
   b. Go to law school anyway because she might be able to find a job in the city.
   c. Get another job until opportunities improve in the city; then go to law school.
   d. Talk to some lawyers who live in small towns to find out what it is really like.

9. Mike is interested in so many jobs he cannot make up his mind. Based on this information alone, he should:

   a. try out as many jobs as he can.
   b. try one and if he likes it stay with it.
   c. talk with his friends or parents.
   d. find out more about what each job is like.

10. Cindy is interested in a legal career as a court reporter, but does not know much about what they do. Based on this data alone, what is the best step for her to take?

   a. Look up the job description in a legal journal.
   b. Contact the legal aid society.
   c. Ask questions of a practicing court reporter.
   d. Get descriptions of the job from the school counselor.

11. Sam would like to open his own cabinet shop as soon as he finishes his technical school program. But, he doesn't have enough money to buy the equipment he would need. Based on this information alone, what should he do?

   a. Get a loan to buy the things he needs.
   b. Find a job in another field.
   c. Go to work as a cabinet maker for someone else.
   d. Open a shop anyway.

12. Shelly is a very good student and excellent athlete. She wants to play college basketball and become a forester. But, the college which has offered her an athletic scholarship doesn't have a program in forestry. Based on this information alone, what should she do?

   a. Give up either basketball or forestry.
   b. Play basketball, then go to a university with a college of forestry.
   c. Forget about both basketball and forestry.
   d. Try for an academic scholarship in forestry at a school with a strong women's basketball program.

13. Ted is one of the top students in his senior class. But, he doesn't have an interest in any particular occupation. Based on this information alone, what should he do?

   a. Go to college and hope he finds an interest.
   b. Take some tests and talk to a counselor in an effort to clarify his interests.
   c. Try several jobs, perhaps he will like one.
   d. Forget about getting a job or going to school.

14. Barbara wants to be a stock analyst. But, she doesn't know how one goes about getting that position. Based on this information alone, what should she do?

    a. Talk with some stock analysts about how they prepared for their jobs.
    b. Select an occupation she knows more about.
    c. Get a job as a secretary to a stock analyst.
    d. Get a college degree, then find out about being an analyst.

15. Hank makes average grades in high school and he could graduate after another year. But, he is tired of school and wants to go to work. Based on this information alone, what should he do?

    a. Stay in school, no matter what.
    b. Quit school and go to work.
    c. Talk to some people who would be in a position to advise him (former dropouts, potential employers, etc.).
    d. Join the Army so he could have a few years to think it over.

16. Carol has the ability to succeed in college and become successful in a professional field. But, she would really prefer to go to work as a secretary, for which she is also prepared, as soon as she finishes high school. Based on this information alone, what should she do?

    a. Go to college anyway, she will be glad she did.
    b. Find a job as a secretary.
    c. Go to college for a year, then find a secretarial job.
    d. Go to college part-time and work as a secretary part-time.

PART IV - CAREER DECISIONS

For each question, choose the best answer and circle the appropriate number on the answer sheet.

1. Roger has just graduated from high school. He was the fastest typist in his advanced typing class. He has taken other commerical courses including shorthand and done well. He is aware of the growing number of available secretarial positions and would like to seek employment in this area. But, some of his friends have let him know that they feel secretarial work is for women. Based on this information alone, what should he do?

   a. Apply for some secretarily positions.
   b. Forget about becoming a secretary and look for a job more suited for a man.
   c. Decide how important his friends feelings are.
   d. Join the Army and become a clerk-typist.

2. Brian is the supervisor for a group of ten engineers at a large aircraft factory which has just initiated an affirmative action program. One of these engineers will retire soon and Brian has been interviewing applicants to fill this position. He has narrowed his choice to two well qualified applicants. But, one of them is a woman, and there has never been a woman engineer in Brian's department. Based on these facts alone, what should he to?

   a. Hire the man, since men make better engineers.
   b. Hire the man, because having a woman in the department would be difficult for the others.
   c. Hire the woman.
   d. Schedule another interview with each finalist and attempt to find out which is most qualified based on ability and interests.

3. Jayne is an elementary school teacher. She plans to take a year off work and go to graduate school, taking courses which would allow her to become a school librarian. She has wanted to become a librarian for some time and appears to have the abilities and interests which would allow her to do an excellent job in that position. But, several people have advised her to enter a program in school administration since there are openings for women principals. Based on this information alone, what should she do?

   a. Enter the principal training program because she has an obligation to help fill the need for qualified women principals.
   b. Enter the principal training program because principals make more money than librarians.
   c. Forget about going back to college and continue as an elementary teacher.
   d. Go to school of librarianship as she planned.

4. Jennifer wants to be a sports reporter. She has a college degree in journalism and is very knowledgeable in the area of sports. But, sports reporting has traditionally been done by men. Based on these facts alone, what should she do?

   a. Try to get a job as a sports reporter, realizing that she may encounter some unusual difficulties.
   b. Forget about sports writing and become a general reporter.
   c. Try to find a job as a society page editor.
   d. Try to get a job writing a column about a woman's view of sports.

5. Under current equal opportunity legislation, which of the following want ads would be illegal?

   a. WANTED - competent keypunch operator with at least two years experience.
   b. WANTED - attractive bartender.
   c. WANTED - young woman for light office work
   d. WANTED - insurance salesperson with college degree.

6. According to current estimates, what percent of all women will be employed at some time in their lives?

   a. 25%
   b. 50%
   c. 75%
   d. 90%

7. Which of the following statements is accurate?

   a. Most women who work do so to earn "extra" money for their family.
   b. Men are more practical and less emotional than women.
   c. On the average, women do not work as long as men.
   d. Women miss work because of illness much more often than men.

8. Which phrase below describes the major reason why women work?

   a. to get some extra spending money
   b. out of economic necessity
   c. for something to do outside of the home
   d. to avoid housework

9. What percent of women workers hold part-time jobs?

   a. 25%
   b. 50%
   c. 75%
   d. 90%

PART V - CURRENT JOB INTERESTS

A. Begin this part of the inventory by rank ordering the four occupations listed on the attached sheet which seem to be of the greatest interest to you. Remember, rank order the specific occupations and not the group headings. List your rank ordering on the answer sheet.

B. Now, think about the single occupation listed as your first choice and indicate, by using one of the five responses listed below, how much you know about that occupation. Mark the number of your response on the answer sheet.

Responses

I know . . .

1. hardly anything
2. a little
3. an average amount
4. a good deal
5. a great deal

1. What people really do on the job.

2. Specialties in the occupation.

3. Different places where people might work in this occupation.

4. The abilities and traits needed in the occupation.

5. The physical working conditions.

6. The education or training needed to get into the occupation.

7. The courses offered in high school that are the best for the occupation.

8. The need for new people in the occupation.

9. Different ways of entering the occupation.

10. The starting pay in the occupation.

11. The chance for getting ahead in the occupation.

OCCUPATIONAL GROUP PREFERENCE FORM

AGRICULTURE
(Including Agribusiness)
_ Dairy Farmer
_ Farm Supervisor
_ Fish & Game Warden
_ Horticulturist
_ Landscape Gardener

CONSTRUCTION
_ Bulldozer Operator
_ Civil Engineer
_ Electrician
_ Plumber
_ Surveyer

HOME ECONOMICS
(Including Consumer & Homemaker Education)

Consumer Advocate
Dietician
Dress Maker
Interior Decorator
Social Worker

MARKETING & DISTRIBUTION
Account Executive
Broker
Buyer
Hi-Fi Salesperson
Life Ins. Salesperson
Market Research Analyst
Office Machine Sales
Purchasing Agent
Sales Clerk
Sales Manager

PRODUCT SERVICES
(Mechanics, Repairers)

Aircraft Mechanic
Auto Mechanic
Major Appliance Mech.
Office Machine Mech.
Refrigeration Mechanic

TRANSPORTATION
Bus Driver
Parking Lot Attendant
Pilot
Stevedore
Transportation Supervisor

BUSINESS & OFFICE
__ Accountant
__ Bank Teller
__ Business Manager
__ Computer Programmer
__ Credit Analyst
__ Lawyer
__ Personnel Manager
__ Stenographer
__ Systems Analyst
__ Typist
__ Secretary

FINE ARTS & HUMANITIES
__ Actor or Actress
__ Announcer
__ Art Director
__ Dancer
__ Economist
__ Librarian
__ Musical Entertainer
__ Musician
__ Sociologist
__ Stage Director

HOSPITALITY & RECREATION
__ Athlete
__ Chef
__ Motel Manager
__ Ticket Taker
__ Waiter/Waitress

NATURAL RESOURCE & ENVIRONMENT
__ Chemist
__ Geologist
__ Meteorologist
__ Oceanographer
__ Physicist
__ Soil Scientist

PUBLIC SERVICE
__ College Professor
__ Guidance Counselor
__ Police Officer
__ School Teacher
__ Social Psychologist

COMMUNICATION & MEDIA
__ Air Traffic Controller
__ Commercial Artist
__ Editor
__ Photoengraver
__ TV Camera Operator

HEALTH
__ Clinical Psychologist
__ Dental Hygienist
__ Dentist
__ Hospital Attendant
__ Medical Doctor
__ Medical Technologist
__ Nurse (Registered)
__ Occupational Therapist
__ Pharmacist
__ Veterinarian

MANUFACTURING
__ Cannery Worker
__ Drill Press Operator
__ Engineer, Technician
__ Handbag Assembler
__ Industrial Designer
__ Industrial Engineer
__ Machinist
__ Sewing Machine Operator
__ Sheet Metal Worker
__ Tool & Die Maker

PERSONAL SERVICES
__ Aid to the Blind
__ Food & Beverage Analyst
__ Hair Stylist
__ Host/Hostess (Restaurant)
__ Household Cook
__ Steward/Stewardess

Date of Interview _____

Interviewer's Name _____

CAREER EDUCATION INTERVIEW GUIDE

Name of Respondent _____ Sex _____

School _____ Grade Level _____

Age _____ Number of Months in the CBCE Program _____

1. How many times in the last three months have you taken some kind of test to assess your abilities and interests? _____

   Can you list the names of these tests?

2. For each of the following areas, indicate how you rank [top one-third (3), middle one-third (2), bottom one-third (1), or don't know (0)] in comparison with the other students in your school. Also, indicate the reasons for your ranking in each case.

	RANK	REASON
A. General Ability (intelligence)	_____	
B. Verbal Aptitude	_____	
C. Numerical Aptitude	_____	
D. Spatial Aptitude	_____	
E. Form Perception	_____	
F. Clerical Perception	_____	
G. Motor Coordination	_____	
H. Finger Dexterity	_____	
I. Manual Dexterity	_____	
J. Other	_____	

3. a) From the occupations listed on the extra sheet, please select the two which are of greatest interest to you at this time. (Please provide more specific information as to the job rather than limit the occupation to the precise wording on the extra sheet.)

A) _____

_____

B) _____

_____

b) In the space below, check if within the past six months you have observed or visited with someone working in the jobs as identified.

A) _____

B) _____

4. These occupations, like all others, involve some combination of working with data (works and numbers), people, and things (tools and machines). On a 3 point scale, rank the degree of complexity with each of these factors for the occupation you selected above.

		High Complexity	Medium Complexity	Low Complexity
A.	DATA	_____	_____	_____
	PEOPLE	_____	_____	_____
	THINGS	_____	_____	_____
B.	DATA	_____	_____	_____
	PEOPLE	_____	_____	_____
	THINGS	_____	_____	_____

5. The occupations which you selected earlier undoubtedly require certain competencies and personal qualities. Please rate the importance of each of the following in relation to your selected occupations using the following scale.

3 -- very important

2 -- important

1 -- of little importance

blank -- don't know

	Job Choice A	Job Choice B
A. General Ability (intelligence)	_____	_____
B. Verbal Aptitude	_____	_____
C. Numerical Aptitude	_____	_____
D. Spatial Aptitude	_____	_____
E. Form Perception	_____	_____
F. Clerical Perception	_____	_____
G. Motor Coordination	_____	_____
H. Finger Dexterity	_____	_____
I. Manual Dexterity	_____	_____
J. Other	_____	_____

6. What amount of education is most likely required by a person going into your selected occupation?

_____

_____

7. What post-secondary schools and/or on the job training in the Puget Sound area or elsewhere provide the kind of training needed for your selected occupation?

(QUESTIONS FOR POST INTERVIEW ONLY)

8. What components (classroom, site visits, other) of the CBCE Program did you find most useful and why?

9. In what ways, if any, has the CBCE Program aided you in planning for a career?

10. If you were in charge of the CBCE Program, what changes would you make?

Appendix A

Highline Public Schools

COMMUNITY-BASED CAREER EXPLORATION

Summary of Community Resource Usage

The data included in this summary is an attempt to show the extent and variety of community resource usage by the Community-Based Career Exploration program during the first semester of the 1977-78 school year.

Table of Contents

Green Pages...Community Business & Agencies Participating in CBCE
Pink Pages....Occupations Explored
Blue Pages....Group Use of Community Resources (Field Trips & Seminars)
White Pages...Numerical Summary

Community Businesses and Agencies Participating in CBCE

Sites listed include all employers who have participated in the CBCE program since January, 1977. Asterisks indicate those which were used during the first semester of the 1977-78 school year.

Alix's Sporting Goods *
22507 Marine View Drive So.
Des Moines, WA 98188

Bjorneby Auto Rebuild *
1265 So. 188th
Seattle, WA 98148

Bow Lake Day Care Center
18435 42nd So.
Seattle, WA 98188

Bow Lake Elementary
18237 42nd So.
Seattle, WA 98188

Burien General Hospital *
16200 8th S.W.
Seattle, WA 98166

Carolyn Hansen Agency *
1516 6th Ave.
Seattle, WA 98101

Des Moines Vet Hospital *
21935 Pacific Highway So.
Seattle, WA 98188

Dept. of Social & Health Ser. *
149 S. 140th
Seattle, WA 98168

District Court (Roxbury) *
111 So. 138th
Seattle, WA 98168

Fire District 11 *
1243 S.W. 112th
Seattle, WA 98146

Glen Terrace Nursing Center
10233 14th Ave. So.
Seattle, WA 98168

George's Plumbing
15635 Pacific Highway So.
Seattle, WA 98188

Green River Community College *
12401 S.E. 32nd
Auburn, WA 98002

Pringle-Marchand *
127 S.W. 152nd
Seattle, WA 98166

Highline School District *
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

Highline Times
633 S.W. 152nd
Seattle, WA 98166

Highline Vet. Hospital *
13060 1st Ave. So.
Seattle, WA 98168

King County Animal Control *
6011 S. 216th
Seattle

King County Police
620 S.W. 150th
Seattle, WA 98166

KJR Radio *
2600 26th S.W.
Seattle, WA 98106

Lenoue, Dr. Daniel
411 Strander Blvd.
Tukwila, WA 98188

Mannings Pharmacy
16429 Military Road So.
Seattle, WA 98188

Modular Pacific
9407 E. Marginal Way
Seattle, WA 98108

National Guard
1601 W. Armory Way, Pier 91
Seattle, WA

Playmates Nursery *
1815 S. 103rd
Seattle, WA 98168

Probation & Parole, DSHS *
924 S.W. 151st
Seattle, WA 98166

Public Defender *
148 A S.W. 153rd
Seattle, WA 98166

Schaferhaus Kennels *
1043 So. 140th
Seattle, WA 98168

Seattle King County Health Dept. *
10821 8th Ave. S.W.
Seattle, WA 98146

SER
9826 14th Ave. S.W.
Seattle, WA 98106

South End Florist *
10728 16th S.W.
Seattle, WA 98146

Southgate Ford
146th & Ambaum Blvd.
Seattle, WA 98168

Spring Ring Stylists, Inc.
610 Industry Drive
Tukwila, WA 98188

Standring Hospital
S.W. 130th & Ambaum Blvd.
Seattle, WA 98146

U.S. Army *
601 S.W. 152nd
Seattle, WA 98166

Western Airlines *
Room B-101
Sea-Tac Airport, 98188

Weyerhauser
Snoqualamie, WA 98065

Ralph Burkhard, Architect
2120 S.W. 152nd
Seattle, WA 98166

Trilogy Shop *
15217 S.W. 6th Ave.
Seattle, WA 98166

Doug Fox Travel Service *
803 Southcenter
Tukwila, WA 98188

Doug Fox Travel Service *
2626 S. 170th
Seattle, WA 98188

Bon Marche Distribution Center *
1700 Southcenter Blvd.
Seattle, WA 98188

Seattle-First National Bank
Sea-Tac Branch
17111 Pacific Highway So.
Seattle, WA 98188

Seattle Machine Works *
5658 W. Marginal Way S.W.
Seattle, WA 98106

Bethlehem Steel Corp. *
4045 Delridge Way S.W.
Seattle, WA 98124

Nordstrom
1501 5th Ave.
Seattle, WA 98101

KQIN Radio *
148 B S.W. 152nd
Seattle, WA 98166

Sea-Tac Airport
Seattle, WA 98188

Safeway #320 *
144th & Ambaum Blvd. S.W.
Seattle, WA 98166

J.C. Penney
Southcenter Shopping Center
Seattle, WA 98188

The Leader Corp. *
651 Strander Blvd.
Seattle, WA 98188

City of Tukwila Maintenance
600 Minkler Blvd.
Tukwila, WA 98188

Burien Group Health Clinic
140 S.W. 146th
Seattle, WA 98166

Riverton General Hospital
12844 Military Road So.
Seattle, WA 98168

United Airlines
Sea-Tac Airport, 98188

Burien City Garage *
14926 Ambaum Blvd. S.W.
Seattle, WA 98166

Safeway Store *
216th & Pacific Highway
Seattle, WA 98188

Alaska Airlines *
19300 Pacific Highway So.
Seattle, WA 98188

Highline Community College *
240th & Pacific Highway So.
Seattle, WA 98031

Sea-First Bank (White Center) *
9616 17th Ave. S.W.
Seattle, WA 98105

Des Moines Way Nursery
14634 Des Moines Way So.
Seattle, WA 98163

Hairstyling by Champions, Inc. *
17001 Pacific Highway S.
Seattle, WA 98188

Woodside School
18867 8th Ave. So.
Seattle, WA 98148

Purvis Drum Shop
641 S.W. 153rd
Seattle, WA 98166

Boeing Computer Services
188th & West Valley Highway
Kent, WA 98031

Rainier Bank (Sea-Tac Branch)
18000 Pacific Highway So.
Seattle, WA 98188

Riverton Heights Cabinet Shop
15025 Military Road So.
Seattle, WA 98188

Burien-Highline Travel Service
139 S.W. 153rd
Seattle, WA 98166

Nordstrom *
Southcenter
Tukwila, WA 98188

U.S. Air Force
601 S.W. 152nd
Seattle, WA 98166

Transportation Department
Highline School District
17910 9th Ave. So.
Seattle, WA 98148

Maintenance Department *
Highline School District
17810 8th Ave. So.
Seattle, WA 98148

Todd Shipyard *
1801 16th S.W.
Seattle, WA 98134

Check-A-Tot Day Care
17005 Des Moines Way So.
Seattle, WA 98148

Associated Press News
201 Boren N.
Seattle, WA 98109

Claymates Ceramics
10778 Myers Way So.
Seattle, WA 98168

Washington State Patrol
15666 Pacific Highway So.
Seattle, WA 98188

Social Security Administration *
15223 4th S.W.
Seattle, WA 98166

Hair Hut *
2601 S.W. Roxbury
Seattle, WA 98126

Home Economist
Cascade Junior High
11212 10th Ave. S.W.
Seattle, WA 98146

Federal Bureau of Investigation *
915 2nd Ave. Room 710
Seattle, WA 98104

White Center Park *
King County Parks Dept.
1321 S.W. 102nd
Seattle, WA 98146

Dr. Dean Dyson, D.D.S. *
12459 Ambaum Blvd. S.W.
Seattle, WA 98146

Clover Park Voc-Tech Ins.
4500 Steilacoom Blvd. S.W.
Lakewood Center, WA 98499

Western Metro Security Dog Training *
23442 30th So.
Kent, WA 98031

Foster Office Equipment
426 S.W. 153rd
Seattle, WA 98166

SST Travel School
18601 Pacific Highway S.
Seattle, WA 98188

Commerical Driver Training *
24325 Pacific Highway So.
Seattle, WA 98031

Valley View School *
17622 46th Ave. So.
Seattle, WA 98188

Ruth School
1033 S.W. 152nd
Seattle, WA 98166

Cole & Weber Advertising *
3100 S. 176th
Seattle, WA 98188

Highline Youth Services Bureau *
253 S. 152nd
Seattle, WA 98148

Red Dot Corporation
7000 Highland Parkway S.W.
Seattle, WA 98106

Port of Seattle Police *
Sea-Tac Airport
Seattle, WA 98188

Chapter 11 Restaurant *
180 S.W. 148th
Seattle, WA 98166

Endresen Diesel Fuel Pump
3302 S. 170th
Seattle, WA 98188

Western Wash. Crime Lab
Public Safety Bldg, 610 3rd
Seattle, WA 98104

Kelly Kennels
2040 S. 142nd
Seattle, WA 98168

Pergola Hair Fashions *
170th & Pacific Highway So.
Seattle, WA 98188

The West Coast Cutter *
15846 Pacific Highway S.
Seattle, WA 98188

Des Moines Activity Center
10th S. & S. 220th
Des Moines, WA 98188

Burien Transmission
15220 1st Ave. So.
Seattle, WA 98166

O.S.C. *
18010 8th So.
Seattle, WA 98148

KMPS Radio
1100 S.W. Florida
Seattle, WA 98134

Sea-Tac Flowers *
19045 Pacific Highway So.
Seattle, WA 98188

Frederick & Nelson *
Southcenter
Seattle, WA 98188

Marriott In-Flite Service
18850 28th So.
Seattle, WA 98188

McMicken Heights Elementary
3708 So. 168th
Seattle, WA 98188

Highline Senior Center *
1210 S.W. 136th
Seattle, WA 98146

Highline School District - Commissary
16043 1st Ave. So.
Seattle, WA 98166

Airport District Court *
408 S.W. 153rd
Seattle, WA 98166

Schlosser & Co. *
14003 1st Ave. So.
Seattle, WA 98166

Puget Sound Junior High *
105 S.W. 126th
Seattle, WA 98146

Larsen, Rough & Smith
1107 Seattle Tower
Seattle, WA 98101

Safeway-Burien Plaza
120 S.W. 148th
Seattle, WA 98166

Data Processing Division *
IBM Corporation
500 S.W. 7th
Renton, WA 98055

Golden West Sales
510 Andover Park West
Tukwila, WA 98188

L.H. Bates Voc-Tec Inst.
1101 S Yakima
Tacoma, WA 98405

Highline-West Seattle Mental Health *
10014 28th S.W.
Seattle, WA 98146

Folks Barber College
210 Main St.
Rengton, WA 98055

Olsen Cabinet & Millwork
12454 Des Moines Way So.
Seattle, WA 98168

Mac's Secoma Jewelry Co. *
22862 Pacific Highway So.
Des Moines, WA 98188

Wesley Gardens *
816 So. 216th
Des Moines, WA 98188

Western Modular Corp.
7418 S. 212
Kent, WA 98031

Shepard Ambulance, Inc.
904 12th Ave.
Seattle, WA 98122

Seattle First National Bank *
1001 4th Ave.
Seattle, WA 98124

Murphy's T.V. *
11001 1st Ave. So.
Seattle, WA 98168

King County Parks, Maintenance *
12649 18th Ave. So.
Seattle, WA 98168

University of Washington
310 Schmitz Hall
Seattle, WA 98105

Pacific West Mortgage
207 S.W. 153rd
Seattle, WA 98166

Treasure House Travel, Inc.
115 S.W. 152nd
Seattle, WA 98166

Jerry's Agate Shop *
804 W. Valley Highway
Kent, WA 98031

Cherie's Floral & Gift Shop *
804 Southcenter Shopping Center
Seattle, WA 98188

Cinema Associates
328 Fairview Ave. N.
Seattle, WA 98109

Mischel's Trike Set Day Care *
24812 Military Road So.
Kent, WA 98031

Burien Escrow
116 S.W. 153rd
Seattle, WA 98166

Yarington's W.C. Funeral Home
10708 16th Ave. S.W.
Seattle, WA 98146

Holiday Inn Sea-Tac *
17228 Pacific Highway So.
Seattle, WA 98188

KING TV *
320 Aurora N.
Seattle, WA 98109

Caldwell Health Center *
12610 Marine View Drive So.
Seattle, WA 98188

Time - D.C.
12855 48th So.
Seattle, WA 98168

Dr. Louis Landino
411 Strander Blvd.
Seattle, WA 98188

Dr. Lynn Whimpey
30329 16th So.
Federal Way, WA 98002

Navy Recruiting Office *
601 S.W. 152nd
Seattle, WA 98166

Airport Taxi Service, Inc. *
2120 6th Ave.
Seattle, WA 98121

Southcenter Security *
633 Southcenter
Seattle, WA 98188

Apex Tree Service
1235 S.W. 119th
Seattle, WA 98146

Riverton Heights Post Office
15250 32nd Ave. So.
Seattle, WA 98188

Perkins Cake & Steak *
10242 16th Ave. S.W.
Seattle, WA 98146

Jolly Miller Landscapes
18444 8th Ave. S.W.
Seattle, WA 98166

Snure, Gorham & Varnell *
22513 Marine View Drive
Seattle, WA 98188

Mr. Lee's Beauty School *
648 S.W. 152nd
Seattle, WA 98166

Accoustical Design *
1191 Andover Park West
Seattle, WA 98188

Federal Aviation Administration *
Sea-Tac Airport
Seattle, WA 98188

King County Police Department
I.D. Department
King County Courthouse
Seattle, WA 98104

South Seattle Community College *
6000 16th S.W.
Seattle, WA 98106

Safeway #370 *
112th & 1st Ave. So.
Seattle, WA 98168

Fort Steilacoom Community Col.
Vet. Assistant Program
Box 3186
Tacoma, WA 98499

U.S. Customs Service
909 1st Ave.
Seattle, WA 98174

Seattle Police Canine Unit *
10640 Interurban Ave. S.
Seattle, WA 98168

Doces Home Furnishings *
180th & Southcenter Pkwy
Seattle, WA 98188

Central Seattle Community College
Gomper Campus
2310 So. Lane St.
Seattle, WA 98144

Des Moines News
22222 Marine View Dr. So.
Seattle, WA 98188

Pacific Water Sports *
1273 So. 188th
Seattle, WA 98148

Jean's Totem Ceramics
6402 So. 144th
Seattle, WA 98188

The Clip Joint *
15302 . st Ave. So.
Seattle, WA 98166

Renton Voc-Tech Institute *
3000 N.E. Fourth St.
Renton, WA 98055

King County Carpenters Joint
Apprenticeship & Training Trust
2512 Second Ave., Room 211
Seattle, WA 98121

I.T.T. Peterson Business School *
1905 Third Ave.
Seattle, WA 98101

Longacres Racetrack
Box 60
Renton, WA 98055

Angle Lake Fire Station *
2929 So. 200th
Seattle, WA 98188

Highline Community College *
Underseas Technician Program
Redondo, WA

Charles Barnes Realty
18317 38th Ave. So.
Seattle, WA 98188

King County Courthouse *
Room C 711 - 3rd & James
Seattle, WA k 98104

Cascade Reporting Co.
710 Hogue Bldg.
Seattle, WA 98104

Seattle City Light *
1015 Third Ave.
Seattle, WA 98104

Seattle Central Community Col.
1718 Broadway
Seattle, WA 98122

King County Fire District #2 *
15100 8th Ave. S.W.
Seattle, WA 98166

Ingersoll-Rand *
Rock Drill Division
7911 Tenth Ave. So.
Seattle, WA 98108

Furney's Nursery
21215 Pacific Highway So.
Seattle, WA 98188

Kenworth Truck Co. *
8801 East Marginal Way
Seattle, WA 98108

Monroe Machined Products, Inc. *
1422 So. 192nd
Seattle, WA 98148

Robertson Aircraft Corp. *
839 W. Perimeter Road
Renton, WA 98055

Pacific Northwest Bell *
14605 8th Ave. So.
Seattle, WA 98168

Black Angus Restaurant
15820 1st Ave. So.
Seattle, WA 98148

King County-Tours *
3rd & James
Seattle, WA 98104

Fidelity Mutual Savings Bank
22037 7th Ave. So.
Des Moines, WA 98188

Burien Terrace Nursing Center *
1031 S.W. 130th
Seattle, WA 98146

Washington Game Dept.
509 Fairview N.
Seattle, WA 98109

3M Company *
100 Andover Park W.
Seattle, WA 98188

Cropley Metal Fabricators *
10780 Myers Way So.
Seattle, WA 98168

Employment Security Office *
8830 25th Ave. S.W.
Seattle, WA 98106

CBS Record Sales
1051 Andover Park E.
Tukwila, WA 98188

SKCAC Industries *
8611 So. 228th
Kent, WA 98031

Frederick & Nelson *
Downtown - Display Dept.
Seattle, WA 98111

Unruh Realty *
19333 Pacific Highway So.
Seattle, WA 98188

Seattle Times
Fairview & John
Seattle, WA 98111

Dr. Hansa Topiwala
14212 Ambaum Blvd. S.W.
Seattle, WA 98166

Geneva's *
29209 Pacific Highway So.
Federal Way, WA 98003

Lois Christensen *
29805 8th Ave. So.
Federal Way, WA 98003

Far West Entertainment *
110 Boylston St. E.
Seattle, WA 98102

Xerox Corp. *
5700 6th Ave. So.
Seattle, WA 98108

Audio Recording *
2227 5th Ave.
Seattle, WA 98121

Stack Steel and Supply Co.*
500 So. Lander St.
Seattle, WA 98134

Burien Prosthodontic Lab
14900 Ambaum Blvd. S.W.
Seattle, WA 98166

Hair Design & Co. *
2453 Kent-Des Moines Road
Seattle, WA 98188

Washington Highway Dept.
19020 24th Ave. So.
Seattle, WA 98188

Orion Industries *
7600 5th Ave. So.
Seattle, WA 98108

Tierney Electrical Mfg. Co.*
7901 7th Ave. So.
Seattle, WA 98108

CEL - Chris E. Leavitt *
Photograph
23003 Pacific Highway So.
Seattle, WA 98188

Lukas Machine Co.
707 So. Riverside Drive
Seattle, WA 98108

Wide World of Music *
215 Pike
Seattle, WA 98101

Rotary Offset Publishing *
18221 Andover Park W.
Seattle, WA 98188

Lone Star Industries *
3802 E. Marginal Way So.
Seattle, WA 98134

Al-Tech Vocational School *
5930 1st Ave. So.
Seattle, WA 98108

Carolyn Hansen Fashion College *
300 120th N.E.
Bellevue, WA

Sea-First National Bank *
Motor Pool
214 Columbia
Seattle, WA 98124

Cascade Pacific Security, Inc. *
222 Williams So.
Renton, WA 98055

Andy's Vending Service, Inc. *
304 So. Normandy Road
Seattle, WA 98188

Washington Highway Dept. *
6431 Corson So.
Seattle, WA 98108

Green Acres Day Care Center *
2031 So. 216th
Seattle, WA 98188

Children's Clinic *
1814 So. 324th Pl.
Federal Way, WA 98003

WNA Video
1200 Stewart
Seattle, WA 98101

NWI Production Service *
1200 Stewart St.
Seattle, WA 98101

Washington Tech. Institute *
2222 Second Ave.
Seattle, WA 98121

Normandy Northwest *
1273 So. 188th
Seattle, WA 98188

Roffe, inc. *
808 Howell
Seattle, WA 98101

Flying Tiger Line
Sea-Tac Airport
Seattle, WA 98158

Sea Tac Red Lion Inn *
18740 Pacific Highway So.
Seattle, WA 98188

Pacific Northwest Bell *
15008 8th Ave. S.W.
Seattle, WA 98166

Seattle Breakers *
P.O. Box C, 191331
Seattle, WA 98109

Del Bianco Realty *
15525 1st Ave. So.
Seattle, WA 98166

Seattle Sounders *
300 Metropole Bldg.
Seattle, WA 98104

Crowley Maritime Corp. *
1102 S.W. Massachusetts
Seattle, WA 98134

Washington State Ferries *
Seattle Ferry Terminal
Seattle, WA 98104

Burnely School of Professional Art *
905 East Pine St.
Seattle, WA 98122

Adorable Pets
10043 16th Ave. S.W.
Seattle, WA 98146

Sea-Tac Ford Truck*
11000 Pacific Highway So.
Seattle, WA 98168

Highline Savings & Loan
800 S.W. 152nd
Seattle, WA 98166

The Gear Works
500 So. Portland
Seattle, WA 98108

Parkers Studio
447 S.W. 152nd
Seattle, WA 98166

Mt. View Elementary
10811 - 12th Ave. S.W.
Seattle, WA 98146

OCCUPATIONS EXPLORED

Numbers refer to the number of students who have explored that occupation.

Each asterisk indicates a non-traditional exploration.

Agriculture

No Jobs Explored

Business & Office

1 Accountant
3 Attorney
1 Bank Teller
4 Computer Operator
1 Data Recorder
1 Data Review Technician
1 Executive Secretary
2 Junior Accountant
2 Keypunch Operator
1 Loan Installment Clerk
2 Public Relations Worker
1 Purchasing Agent
2 Receptionist
2 Secretary

Communication

4 Commercial Artist **
1 Disk Jocky *
1 Graphic Artist
1 Journalist *
2 Lighting Technician **
1 Newspaper Manager
1 News Photographer
1 PBX Operator
7 Printing Press Operator
2 Radio Engineer
1 Recording Technician
2 Sound Engineer ****
4 Sound Technician
3 Telephone Operator
1 Teletypist
1 Visual Communications Survey
1 Writer

Construction

1 Sider *

Fine Arts & Amusements

1 Art Aide
2 Athletic Trainer **
1 Ice Hockey Player

Health

1 Dental Assistant
1 Dental Hygenist
1 Nurses Aide
2 Physical Therapist

Health (continued)

5 Registered Nurse
3 Veterinarian ***
8 Veterinarian Assistant

Hospitality & Recreation

3 Cook
1 Food Services Worker
1 Hotel Clerk
1 Hotel Manager *
2 Recreation Leader
1 Recreation Technician
1 Restaurant Hostess
2 Restaurant Manager **
1 Tray Assembler
2 Waitress

Manufacturing

1 Boat Builder
1 Drafter
1 Electrical Engineer
1 Fashion Designer
3 Machinist
1 Material Handler
1 Plastics Technician
2 Production Scheduler
1 Production Tester
1 Production Worker
1 Sheet Metal Worker
1 Truck Manufacturing
1 Welder

Marketing & Distribution

1 Cosmetic Sales Clerk
8 Display Designer
4 Fashion Sales
4 Floral Designer
5 Grocery Checker
11 Interior Designer ***
1 Meat Cutter
10 Model **
1 Promotion Assistant *
4 Real Estate Sales
1 Record Store Manager *
1 Sales Clerk
1 Stock Filler
3 Studio Photographer *
5 Warehouse Worker

Natural Resources

4 Forestry Technician *

Natural Resources (continued)

1 Marine Technician
1 Underseas Technician

Personal Services

1 Barber *
1 Chauffeur *
11 Cosmetologist
6 Dog Trainer/Groomer *
1 Guard Dog Trainer
4 Kennel Person

Product Services

1 Aircraft Mechanic
2 Auto Mechanic
2 Auto Painter
1 Automotive Rebuild Mechanic
2 Body & Fender Mechanic
4 Computer Technician
2 Diesel Mechanic
5 Electronics Technician *
1 Gunsmith
2 Jewler **
2 Marine Mechanic
1 Social Service Aide
3 Technical Representative
1 Vending Machine Mechanic

Public Services

1 Caseworker
6 Day Care Worker
1 Employment Interviewer
1 Fire Dispatcher *
3 Fire Fighter
4 Hearing Impaired Teacher
1 Mental Health Worker
1 Police Dog Trainer *
1 Police Officer *
1 Postal Carrier *
2 Pre-School Teacher
2 Probation/Parole Officer *
1 Rehabilitation Counselor
3 Security Guard **
5 Special Agent - FBI
1 Speech Therapist
1 Youth Counselor

Transportation

3 Airlines Ticket Agent
2 Air Traffic Controller
4 Deckhand, Ferry Boat
4 Deckhand, Tug Boat
6 Flight Attendant *
2 Pilot
1 Taxi Driver
4 Travel Agent

Transportation (continued)

1 Trucking Dispatcher
6 Truck Driver *

Group Use of Community Resources

Field Trips

Location	Purpose
Sea-Tac Airport	Career in Air Transportation
South King County Activities Center	Occupations in Sheltered Workshops
Green River Community College	Training Programs
Kenworth Truck Company	Manufacturing Jobs
King County Courthouse	Public Service Jobs
Bethlehem Steel	Industrial Jobs
Clover Park Voc-Tech Institute	Training Programs
Employment Security Job Center	Services available through Employment Security
College Conference	Local College Programs
Bates Voc-Tech Institute	Training Programs
Occupational Skills Center	High School Training Programs
Highline School District Administration Center	Business & Public Service Jobs
South Seattle Community College	Academic and Vocational Training Programs
University of Washington	Explore University Programs & Options
Airforce Simulator	Airforce Programs
Highline Community College	Orientation to Community Colleges
Lone Star Cement	Manufacturing Jobs
Seattle Times	Jobs in Newspapers
Renton Voc-Tech Institute	Training Programs
Holiday Inn	Jobs in the Hotel Business
Alaska Airlines	Airline Jobs
King TV	Radio & TV Jobs
Boeing/Auburn Plant	Manufacturing Jobs
Port of Seattle/Pier 66	Maritime Jobs
Seattle University	Orientation to Private Colleges
Seattle-First Bank	Jobs in Banking Business
KIRO TV & Radio	Careers in Radio & TV

Seminars

Speaker(s)	Firm/Agency	Topics
Kathy Barlow	Fidelity Mutual Bank	Banking Jobs
Sharen Owens & Chris Butler	Pacific Northwest Bell	Women in Engineering
Carmen Shone & Barbara Hjelms	Junior Achievement	Participation in Simulated Business Organization
Chris & Robin Malmanger	Des Moines Florist & Expert Dry Wall, Inc.	"Nine Years Later"
Ms. Short	King County Health Dept	Simulated Site Recruitment
Burt Penrose	National Labor Relations	Unions & Negotiations
Alan Torgerson	Highline Community College	Programmer at Highline C.C.
Paula Levine & Helen Naipo	Burien Jobline	Job Applications & Interviewing
Gigi Abner	Employment Security	Apprenticeships
Bill Rausch	Reed - Heubblin	Federal Regulation on Safety & Workmen's Compensation
Film	Longacres	Operation of a Race Track
Betty Colasurdo	Highline Community College	Expanding Choicer
Tom Pedman	Longacres	Part-Time Jobs at Longacres
Lauri Shields, Dan Bedwith & Lyle Gibach	Mt. Rainier Graduater	After High School
Armed Forces Personnel	Army, Navy & Marines	Training & Careers in the Military
Bill Cox	Kid's Kobbler	Retail Shoe Business
Sam DeHaven & Marty Hawkins	Highline Education Association & Highline District	Simulated Collective Bargaining
Kay Wooten	MECHANICA	Women in the Trades
Sergeant Decker	U.S. Army	Career in the Army
Lou Kulter & Stacey Oquist	Employment Security	Services available at Employment Security
Maggie Kummerfelt	Fire District #2	"There is Life after High School"
Gary Dean	Schuck's Auto Supply	Five Years After High School
Gerry Schneider	South Seattle Community College	Career Planning
Betsy Williams	Public Relations Highline Public Schools	Simulated Site Recruitment

Seminars (continued)

Speaker(s)	Firm/Agency	Topics
Mr. Ketzback	Alaska Airlines	Simulated Site Recruitment
Connie Blanton	Seattle-First Bank	Simulated Site Recruitment
Fred Moore	Law Firm	Career in Legal Work

Summary of Community Site Usage

School(s) All CBCE Schools Period Covered First Semester 1977-1978

Students:	Average number of students participating	38
Community Sites Used	Total number of community sites used this period	160
	Community sites recruited in previous years but used the first time this year	
	Community sites used for the first time	80
Student Site Visits	Average number of students involved in site visits	38
	Total number of site visits completed this period	484
	Average number of site visits per student	13
	Total number of hours spent in site visits	1164
	Average number of hours per student spent in site visits	31
Field Trips	Total number of field trips taken	35
	Total student hours spent on field trips	595
	Average number of hours spent on field trips per student	16
Seminars	Total number of seminars	30
	Total student hours spent in seminars	377
	Average hours spent in seminars per student	10
SUMMARY	Total student hours spent in CBCE this period	6840
	Total student hours spent utilizing community resources	2136
	% of total student time spent in site visits	17
	% of total student time spent in field trips	8.5
	% of total student time spent in seminars	6.5
	% of total student time spent using community resources	31

Appendix B

Highline Public Schools

COMMUNITY-BASED CAREER EXPLORATION

Summary of Community Resource Usage

The data included in this summary is an attempt to show the extent and variety of community resource usage by the Community-Based Career Exploration program during the second semester of the 1977-78 school year.

Table of Contents

Green Pages ...Community Business & Agencies Participating in CBCE
Pink Pages ...Occupations Explored
Blue Pages ...Group Use of Community Resources (Field Trips & Seminars)
White Pages ...Numerical Summary

Community Businesses and Agencies Participating in CBCE

As of May 1, 1978 - 326 community businesses and agencies have been recruited. Asterisks indicate those which have actually had students visit them.

* Alix's Sporting Goods
22507 Marine View Drive So.
Des Moines, WA 98188

* Bjorneby Auto Rebuild
1265 So. 188th
Seattle, WA 98148

* Bow Lake Day Care Center
18435 42nd So.
Seattle, WA 98188

* Bow Lake Elementary
18237 42nd So.
Seattle, WA 98188

* Burien General Hospital
16200 8th S.W.
Seattle, WA 98166

* Carolyn Hansen Agency
1516 6th Ave.
Seattle, WA 98101

* Des Moines Vet Hospital
21935 Pacific Highway So.
Seattle, WA 98188

* Dept. of Social & Health Ser.
149 S. 140th
Seattle, WA 98168

* District Court (Roxbury)
111 So. 138th
Seattle, WA 98168

* Fire District 11
1243 S.W. 112th
Seattle, WA 98146

* Glen Terrace Nursing Center
10233 14th Ave. So.
Seattle, WA 98168

George's Plumbing
15635 Pacific Highway So.
Seattle, WA 98188

* Green River Community College
12401 S.E. 32nd
Auburn, WA 98002

Pringle-Marchand
127 S.W. 152nd
Seattle, WA 98166

* Highline School District
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

*Highline Times
633 S.W. 152nd
Seattle, WA 98166

* Highline Vet. Hospital
13060 1st Ave. So.
Seattle, WA 98168

* King County Animal Control
6011 S. 216th
Seattle

*King County Police
620 S.W. 150th
Seattle, WA 98166

* KJR Radio
2600 26th S.W.
Seattle, WA 98106

Lenoue, Dr. Daniel
411 Strander Blvd.
Tukwila, WA 98188

Mannings Pharmacy
16429 Military Road So.
Seattle, WA 98188

* Modular Pacific
9407 E. Marginal Way
Seattle, WA 98108

National Guard
1601 W. Armory Way, Pier 91
Seattle, WA

Playmates Nursery
1815 S. 103rd
Seattle, WA 98168

* Probation & Parole, DSHS
924 S.W. 151st
Seattle, WA 98166

*Public Defender
148 A S.W. 153rd
Seattle, WA 98166

*Schaferhaus Kennels
1043 So. 140th
Seattle, WA 98168

* Seattle King County Health Dept.
10821 8th Ave. S.W.
Seattle, WA 98146

SER
9826 14th Ave. S.W.
Seattle, WA 98106

* South End Florist
10728 16th S.W.
Seattle, WA 98146

* Southgate Ford
146th & Ambaum Blvd.
Seattle, WA 98168

* Standring Hospital
S.W. 130th & Ambaum Blvd.
Seattle, WA 98146

* U.S. Army
601 S.W. 152nd
Seattle, WA 98166

Western Airlines
Room B-101
Sea-Tac Airport, 98188

Weyerhauser
Snoqualamie, WA 98065

* Trilogy Shop
15217 S.W. 6th Ave.
Seattle, WA 98166

* Doug Fox Travel Service
803 Southcenter
Tukwila, WA 98188

* Doug Fox Travel Service
2626 S. 170th
Seattle, WA 98188

* Bon Marche Distribution Center
1700 Southcenter Blvd.
Seattle, WA 98188

* Seattle-First National Bank
Sea-Tac Branch
17111 Pacific Highway So.
Seattle, WA 98188

* Seattle Machine Works
5658 W. Marginal Way S.W.
Seattle, WA 98106

* Bethlehem Steel Corp.
4045 Delridge Way S.W.
Seattle, WA 98124

*Nordstrom
1501 5th Ave.
Seattle, WA 98101

KQIN Radio
148 B S.W. 152nd
Seattle, WA 98166

* Sea-Tac Airport
Seattle, WA 98188

* Safeway #320
144th & Ambaum Blvd. S.W.
Seattle, WA 98166

J.C. Penney
Southcenter Shopping Center
Seattle, WA 98188

* The Leader Corp.
651 Strander Blvd.
Seattle, WA 98188

*City of Tukwila Maintenance
600 Minkler Blvd.
Tukwila, WA 98188

*Burien Group Health Clinic
140 S.W. 146th
Seattle, WA 98166

* Riverton General Hospital
12844 Military Road So.
Seattle, WA 98168

*United Airlines
Sea-Tac Airport, 98188

* Burien City Garage
14926 Ambaum Blvd. S.W.
Seattle, WA 98166

* Safeway Store
216th & Pacific Highway
Seattle, WA 98188

* Alaska Airlines
19300 Pacific Highway So.
Seattle, WA 98188

* Highline Community College
240th & Pacific Highway So.
Seattle, WA 98031

* Sea-First Bank (White Center)
9616 17th Ave. S.W.
Seattle, WA 98105

Des Moines Way Nursery
14634 Des Moines Way So.
Seattle, WA 98168

* Hairstyling by Champions, Inc.
17001 Pacific Highway S.
Seattle, WA 98188

* Woodside School
18867 8th Ave. So.
Seattle, WA 98148

Purvis Drum Shop
641 S.W. 153rd
Seattle, WA 98166

Boeing Computer Services
188th & West Valley Highway
Kent, WA 98031

* Rainier Bank (Sea-Tac Branch)
18000 Pacific Highway So.
Seattle, WA 98188

Riverton Heights Cabinet Shop
15025 Military Road So.
Seattle, WA 98188

* Burien-Highline Travel Service
139 S.W. 153rd
Seattle, WA 98166

*Nordstrom
Southcenter
Tukwila, WA 98188

* U.S. Air Force
601 S.W. 152nd
Seattle, WA 98166

*Transportation Department
Highline School District
17910 9th Ave. So.
Seattle, WA 98148

* Maintenance Department
Highline School District
17810 8th Ave. So.
Seattle, WA 98148

* Todd Shipyard
1801 16th S.W.
Seattle, WA 98134

*Check-A-Tot Day Care
17005 Des Moines Way So.
Seattle, WA 98148

Associated Press News
201 Boren N.
Seattle, WA 98109

*Claymates Ceramics
10778 Myers Way So.
Seattle, WA 98168

*Washington State Patrol
15666 Pacific Highway So.
Seattle, WA 98188

* Social Security Administration
15223 4th S.W.
Seattle, WA 98166

* Hair Hut
2601 S.W. Roxbury
Seattle, WA 98126

Home Economist
Cascade Junior High
11212 10th Ave. S.W.
Seattle, WA 98146

* Federal Bureau of Investigation
915 2nd Ave. Room 710
Seattle, WA 98104

*White Center Park
King County Parks Dept.
1321 S.W. 102nd
Seattle, WA 98146

* Dr. Dean Dyson, D.D.S.
12459 Ambaum Blvd. S.W.
Seattle, WA 98146

* Clover Park Voc-Tech Ins.
4500 Steilacoom Blvd. S.W.
Lakewood Center, WA 98499

* Western Metro Security Dog Training
23442 30th So.
Kent, WA 98031

* Foster Office Equipment
426 S.W. 153rd
Seattle, WA 98166

SST Travel School
18601 Pacific Highway S.
Seattle, WA 98188

* Commerical Driver Training
24325 Pacific Highway So.
Seattle, WA 98031

* Valley View School
17622 46th Ave. So.
Seattle, WA 98188

* Ruth School
1033 S.W. 152nd
Seattle, WA 98166

Cole & Weber Advertising
3100 S. 176th
Seattle, WA 98188

* Highline Youth Services Bureau
253 S. 152nd
Seattle, WA 98148

Red Dot Corporation
7000 Highland Parkway S.W.
Seattle, WA 98106

* Port of Seattle Police
Sea-Tac Airport
Seattle, WA 98188

* Chapter 11 Restaurant
180 S.W. 148th
Seattle, WA 98166

*Endresen Diesel Fuel Pump
3302 S. 170th
Seattle, WA 98188

*Western Wash. Crime Lab
Public Safety Bldg, 610 3rd
Seattle, WA 98104

* Kelly Kennels
2040 S. 142nd
Seattle, WA 98168

* Pergola Hair Fashions
170th & Pacific Highway So.
Seattle, WA 98188

* The West Coast Cutter
15846 Pacific Highway S.
Seattle, WA 98188

* Des Moines Activity Center
10th S. & S. 220th
Des Moines, WA 98188

Burien Transmission
15220 1st Ave. So.
Seattle, WA 98166

* O.S.C.
18010 8th So.
Seattle, WA 98148

* KMPS Radio
1100 S.W. Florida
Seattle, WA 98134

Sea-Tac Flowers
19045 Pacific Highway So.
Seattle, WA 98188

* Frederick & Nelson
Southcenter
Seattle, WA 98188

* Marriott In-Flite Service
18850 28th So.
Seattle, WA 98188

McMicken Heights Elementary
3708 So. 168th
Seattle, WA 98188

Highline Senior Center
1210 S.W. 136th
Seattle, WA 98146

*Highline School District - Commissary
16043 1st Ave. So.
Seattle, WA 98166

*Airport District Court
408 S.W. 153rd
Seattle, WA 98166

*Schlosser & Co.
14003 1st Ave. So.
Seattle, WA 98166

Puget Sound Junior High
105 S.W. 126th
Seattle, WA 98146

Larsen, Rough & Smith
1107 Seattle Tower
Seattle, WA 98101

*Safeway-Burien Plaza
120 S.W. 148th
Seattle, WA 98166

Data Processing Division
IBM Corporation
500 S.W. 7th
Renton, WA 98055

Golden West Sales
510 Andover Park West
Tukwila, WA 98188

*L.H. Bates Voc-Tec Inst.
1101 S Yakima
Tacoma, WA 98405

*Highline-West Seattle Mental Health
10014 28th S.W.
Seattle, WA 98146

Folks Barber College
210 Main St.
Renton, WA 98055

*Olsen Cabinet & Millwork
12454 Des Moines Way So.
Seattle, WA 98168

Mac's Secoma Jewelry Co.
22862 Pacific Highway So.
Des Moines, WA 98188

Wesley Gardens
816 So. 216th
Des Moines, WA 98188

* Timberland Homes
7418 S. 212
Kent, WA 98031

Shepard Ambulance, Inc.
904 12th Ave.
Seattle, WA 98122

* Seattle First National Bank
1001 4th Ave.
Seattle, WA 98124

Murphy's T.V.
11001 1st Ave. So.
Seattle, WA 98168

* King County Parks, Maintenance
12649 18th Ave. So.
Seattle, WA 98168

* University of Washington
310 Schmitz Hall
Seattle, WA 98105

Pacific West Mortgage
207 S.W. 153rd
Seattle, WA 98166

* Treasure House Travel, Inc.
115 S.W. 152nd
Seattle, WA 98166

Jerry's Agate Shop
804 W. Valley Highway
Kent, WA 98031

* Cherie's Floral & Gift Shop
804 Southcenter Shopping Center
Seattle, WA 98188

Cinema Associates
328 Fairview Ave. N.
Seattle, WA 98109

* Mischel's Trike Set Day Care
24812 Military Road So.
Kent, WA 98031

Burien Escrow
116 S.W. 153rd
Seattle, WA 98166

Yarington's W.C. Funeral Home
10708 16th Ave. S.W.
Seattle, WA 98146

* Holiday Inn Sea-Tac
17228 Pacific Highway So.
Seattle, WA 98188

*KING TV
320 Aurora N.
Seattle, WA 98109

* Caldwell Health Center
12610 Marine View Drive So.
Seattle, WA 98188

Time - D.C.
12855 48th So.
Seattle, WA 98168

Dr. Louis Landino
411 Strander Blvd.
Seattle, WA 98188

Dr. Lynn Whimpey
30329 16th So.
Federal Way, WA 98002

* Navy Recruiting Office
601 S.W. 152nd
Seattle, WA 98166

* Airport Taxi Service, Inc.
2120 6th Ave.
Seattle, WA 98121

* Southcenter Security
633 Southcenter
Seattle, WA 98188

Apex Tree Service
1235 S.W. 119th
Seattle, WA 98146

Riverton Heights Post Office
15250 32nd Ave. So.
Seattle, WA 98188

Perkins Cake & Steak
10242 16th Ave. S.W.
Seattle, WA 98146

Jolly Miller Landscapes
18444 8th Ave. S.W.
Seattle, WA 98166

* Snure, Gorham & Varnell
22513 Marine View Drive
Seattle, WA 98188

* Mr. Lee's Beauty School
648 S.W. 152nd
Seattle, WA 98166

* Accoustical Design
1191 Andover Park West
Seattle, WA 98188

* Federal Aviation Administration
Sea-Tac Airport
Seattle, WA 98188

* King County Police Department
I.D. Department
King County Courthouse
Seattle, WA 98104

* South Seattle Community College
6000 16th S.W.
Seattle, WA 98106

Safeway #370
112th & 1st Ave. So.
Seattle, WA 98168

Fort Steilacoom Community Col.
Vet. Assistant Program
Box 3186
Tacoma, WA 98499

U.S. Customs Service
909 1st Ave.
Seattle, WA 98174

* Seattle Police Canine Unit
10640 Interurban Ave. S.
Seattle, WA 98168

* Doces Home Furnishings
180th & Southcenter Pkwy
Seattle, WA 98188

*Central Seattle Community College
Gomper Campus
2310 So. Lane St.
Seattle, WA 98144

*Des Moines News
22222 Marine View Dr. So.
Seattle, WA 98188

*Pacific Water Sports
1273 So. 139th
Seattle, WA 98148

Jean's Totem Ceramics
6402 So. 144th
Seattle, WA 98188

The Clip Joint
15302 First Ave. So.
Seattle, WA 98166

*Renton Voc-Tech Institute
3000 N.E. Fourth St.
Renton, WA 98055

King County Carpenters Joint
Apprenticeship & Training Trust
2512 Second Ave., Room 211
Seattle, WA 98121

I.T.T. Peterson Business School
1905 Third Ave.
Seattle, WA 98101

* Longacres Racetrack
Box 60
Renton, WA 98055

*Angle Lake Fire Station
2929 So. 200th
Seattle, WA 98188

* Highline Community College
Underseas Technician Program
Redondo, WA

*Charles Barnes Realty
18317 38th Ave. So.
Seattle, WA 98188

King County Courthouse
Room C 711 - 3rd & James
Seattle, WA k 98104

*Deposition Reporters
710 Hogue Bldg.
Seattle, WA 98104

* Seattle City Light
1015 Third Ave.
Seattle, WA 98104

*Seattle Central Community Col.
1718 Broadway
Seattle, WA 98122

* King County Fire District #2
15100 8th Ave. S.W.
Seattle, WA 98166

Ingersoll-Rand
Rock Drill Division
7911 Tenth Ave. So.
Seattle, WA 98108

Furney's Nursery
21215 Pacific Highway So.
Seattle, WA 98188

* Kenworth Truck Co.
8801 East Marginal Way
Seattle, WA 98108

Monroe Machined Products, Inc.
1422 So. 192nd
Seattle, WA 98148

* Robertson Aircraft Corp.
839 W. Perimeter Road
Renton, WA 98055

* Pacific Northwest Bell
14605 8th Ave. So.
Seattle, WA 98168

*Black Angus Restaurant
15820 1st Ave. So.
Seattle, WA 98148

King County-Tours
3rd & James
Seattle, WA 98104

*Fidelity Mutual Savings Bank
22037 7th Ave. So.
Des Moines, WA 98188

* Burien Terrace Nursing Center
1031 S.W. 130th
Seattle, WA 98146

*Washington Game Dept.
509 Fairview N.
Seattle, WA 98109

* 3M Company
100 Andover Park W.
Seattle, WA 98188

Cropley Metal Fabricators
10780 Myers Way So.
Seattle, WA 98168

* Employment Security Office
8830 25th Ave. S.W.
Seattle, WA 98106

CBS Record Sales
1051 Andover Park E.
Tukwila, WA 98188

SKCAC Industries
8611 So. 228th
Kent, WA 98031

* Frederick & Nelson
Downtown - Display Dept.
Seattle, WA 98111

* Unruh Realty
19333 Pacific Highway So.
Seattle, WA 98188

*Seattle Times
Fairview & John
Seattle, WA 98111

Dr. Hansa Topiwala
14212 Ambaum Blvd. S.W.
Seattle, WA 98166

Geneva's
29209 Pacific Highway So.
Federal Way, WA 98003

* Lois Christensen
29805 8th Ave. So.
Federal Way, WA 98003

* Far West Entertainment
110 Boylston St. E.
Seattle, WA 98102

* Xerox Corp.
5700 6th Ave. So.
Seattle, WA 98108

* Audio Recording
2227 5th Ave.
Seattle, WA 98121

Stack Steel and Supply Co.
500 So. Lander St.
Seattle, WA 98134

Burien Prosthodontic Lab
14900 Ambaum Blvd. S.W.
Seattle, WA 98156

* Hair Design & Co.
2453 Kent-Des Moines Road
Seattle, WA 98188

* Washington Highway Dept.
19020 24th Ave. So.
Seattle, WA 98188

* Orion Industries
7600 5th Ave. So.
Seattle, WA 98108

Tierney Electrical Mfg. Co.
7901 7th Ave. So.
Seattle, WA 98108

* CEL - Chris E. Leavitt
Photograph
23003 Pacific Highway So.
Seattle, WA 98188

Lukas Machine Co.
707 So. Riverside Drive
Seattle, WA 98108

* Wide World of Music
215 Pike
Seattle, WA 98101

* Rotary Offset Publishing
18221 Andover Park W.
Seattle, WA 98188

Lone Star Industries
3802 E. Marginal Way So.
Seattle, WA 98134

Al-Tech Vocational School
5930 1st Ave. So.
Seattle, WA 98108

*Carolyn Hansen Fashion College
300 120th N.E.
Bellevue, WA

Sea-First National Bank
Motor Pool
214 Columbia
Seattle, WA 98124

Cascade Pacific Security, Inc.
222 Williams So.
Renton, WA 98055

Andy's Vending Service, Inc.
304 So. Normandy Road
Seattle, WA 98188

*Washington Highway Dept.
6431 Corson So.
Seattle, WA 98108

*Green Acres Day Care Center
2031 So. 216th
Seattle, WA 98188

Children's Clinic
1814 So. 324th Pl.
Federal Way, WA 98003

WNA Video
1200 Stewart
Seattle, WA 98101

NWI Production Service
1200 Stewart St.
Seattle, WA 98101

Washington Tech. Institute
2222 Second Ave.
Seattle, WA 98121

Normandy Northwest
1273 So. 188th
Seattle, WA 98188

Roffe, Inc.
808 Howell
Seattle, WA 98101

* Flying Tiger Line
Sea-Tac Airport
Seattle, WA 98158

* Sea Tac Red Lion Inn
18740 Pacific Highway So.
Seattle, WA 98188

*Pacific Northwest Bell
15008 8th Ave. S.W.
Seattle, WA 98166

Seattle Breakers
P.O. Box C, 191331
Seattle, WA 98109

* Del Bianco Realty
15525 1st Ave. So.
Seattle, WA 98166

*Seattle Sounders
300 Metropole Bldg.
Seattle, WA 98104

* Crowley Maritime Corp.
1102 S.W. Massachusetts
Seattle, WA 98134

Washington State Ferries
Seattle Ferry Terminal
Seattle, WA 98104

Burnely School of Professional Art
905 East Pine St.
Seattle, WA 98122

*Adorable Pets
10043 16th Ave. S.W.
Seattle, WA 98146

*Sea-Tac Ford Truck
11000 Pacific Highway So.
Seattle, WA 98168

* Highline Savings & Loan
800 S. W. 152nd
Seattle, WA 98166

*The Gear Works
500 So. Portland
Seattle, WA 98108

*Parkers Studio
447 S. W. 152nd
Seattle, WA 98166

*Mt. View Elementary
10811 12th Ave. S. W.
Seattle, WA 98146

*Fisheries Club
Rm. 212, Fisheries Center
University of Washington
Seattle, WA 98105

*Seattle First National Bank
707 South 277th
Des Moines, WA 98188

*Small Business Administration
910 Second Avenue
Seattle, WA 98104

*Timlick's Auto Rebuild
23254 Military Road South
Kent, WA 98031

*Northwest Air Conditioning
19245 Des Moines Way South
Seattle, WA 98188

*George Landon & Associates
22015 Marine View Drive South
Des Moines, WA 98188

*Southgate Ford Sales
14500 1st Ave. South
Seattle, WA 98168

*Normandy Park Police Dept.
240 S. W. 200th
Normandy Park, WA 98166

*Des Moines Florist
721 South 219th
Des Moines, WA 98188

*Skycraft Aviation
8075 Perimeter Road South
Seattle, WA 98108

Marget's Hair Fashion
21640 Marine View Drive
Des Moines, WA 98188

*Charisse's K-9 Boutique
22222 Marine View Drive So.
Des Moines, WA 98188

*Rodda & Sons
644 South 168th
Seattle, WA 98148

*Norm N' Dee Photo
18655 4th Avenue S. W.
Seattle, WA 98166

* G & R Construction
Candlewood Condominiums
160th & 1st S. W.
Seattle, WA 98166

Bruce Mecklenburg
2201 S. W. 152nd
Seattle, WA 98166

* London House Hair Design
13028 1st Ave. South
Seattle, WA 98168

* NOAA
1700 Westlake No.
Seattle, WA 98109

* Seattle University
Pigett 202
12th and East Columbia
Seattle, WA 98122

Stephen Thomas
Attorney at Law
140 S. W. 153rd
Seattle, WA 98166

* Burien Veterinary Hospital
14628 Ambaum Blvd. S. W.
Seattle, WA 98166

* VIP's Sea-Tac Restaurant
17206 Pacific Highway South
Seattle, WA 98188

* Burien Medical Laboratory
15001 8th Avenue S. W.
Seattle, WA 98166

* Exhibition Automotive
757 North Central
Kent, WA 98031

* European Health Spa
135 S. W. 146th
Seattle, WA 98166

* Joe's Auto Supply, Inc.
623 S. W. 153rd
Seattle, WA 98166

* Marben Marine Boat Builders
25028 Pacific Highway South
Kent, WA 98031

Seattle Fiberglass Works
25032 Pacific Highway South
Kent, WA 98031

* Whale's Tale Restaurant
Des Moines Marina
Des Moines, WA 98188

* Great Western Chemical
6900 Fox Ave. So.
Seattle, WA 98108

* Des Moines Pet Clinic
705 South 222nd
Des Moines, WA 98188

* Hale's Trailer Construc.
21407 Pacific Hiwy So.
Seattle, WA 98188

Des Moines Post Office
22203 7th South
Des Moines, WA 98188

* Marine View Vet Hosp.
22616 Marine View Dr.
Des Moines, WA 98188

* Curran, Kleweno,
Johnson & Curran
213 South 4th
Kent, WA 98031

* The Hair Conspiracy
22239 Marine View Dr. S
Des Moines, WA 98188

Five Corners Vet Hosp.
112 S. W. 157th
Seattle, WA 98166

* Hugo's Restaurant
Hyatt House
17001 Pacific Hiway So.
Seattle, WA 98188

* Whiskers & Lashes
22760 Marine View Dr. S
Des Moines, WA 98188

*Hyatt House
17001 Pacific Hiwy So.
Seattle, WA 98188

BBC Dodge
14650 1st Ave. So.
Seattle, WA 98168

* The Bon Marche
500 Southcenter Parkway
Tukwila, WA 98188

*J. C. Penney Company
17200 Southcenter Parkway
Seattle, WA 98188

*Marni Nixon
7323 Mercer Terrace Drive
Mercer Island, WA 98040

*Dr. Victor Menashe
Dentist
22525 Marine View Drive
Des Moines, WA 98188

*Lamonts Apparel Store
460 S. W. 152nd
Seattle, WA 98166

*Highline School District
Sunnydale Annex Spec.
15631 8th Ave. So
Seattle, WA 98166

*University of Washington
Experimental Education Unit
Child Development & Mental
Retardation Center
WJ-10
Seattle, WA 98195

*Pay 'N Save -Burien
601 S. W. 150th
Seattle, WA 98166

*The Bon Marche
1901 South Sea-Tac Mall
Federal Way, WA 98003

*Lamonts
2001 South Sea-Tac Mall
Federal Way, WA 98003

*Holiday Kennels
22211 Russell Road
Kent, WA 98031

Vieledanke Kennels
3030 South 240th
Midway, WA 98031

The Mason Clinic
1100 9th
Seattle, WA 98101

*Goldilocks Beauty Salon
21630 Pacific Highway South
Seattle, WA 98188

*Hancock Fabrics
125 S. W. 148th
Seattle, WA 98166

Industrial Components
1043 S. W. Spokane St.
Seattle, WA 98134

The Athletic Dept.
234 S. W. 153rd
Seattle, WA 98166

*Queen City Helicopters
7675 Perimeter Road South
Seattle, WA 98108

Metro
600 1st Avenue
Seattle, WA 98104

*American Home Furnishings
17750 Southcenter Parkway
Tukwila, WA 98188

Bandstand Music
250 Southcenter Shopping Center
Tukwila, WA 98188

Mary Elizabeth Fox Interiors
823 S. W. 152nd
Seattle, WA 98166

*Mrs. Eleanor Lee
1431 S. W. 152nd
Seattle, WA 98166

Western Intelligence, Inc.
830 North Riverside Drive
Renton, WA 98055

*The Pet Palace
21915 Marine View Drive South
Seattle, WA 98188

*David Canady
c/o The El Rancho Restaurant
17300 Pacific Highway So.
Seattle, WA 98188

*Roxbury Day Care Center
9450 22nd Ave. S. W.
Seattle, WA 98166

Kelly's Answering Service
511 Sea-Tac Tower
Seattle, WA 98188

Snyder's Furniture
166 S. W. 148th
Seattle, WA 98166

Hi-Line Upholstery
15110 10th S. W.
Seattle, WA 98166

*University of Washington
Arts & Sciences Office
Seattle, WA 98195

Seattle Center Fun Forest
Seattle Center
Seattle, WA

*Pay 'N Save Corp.
Head Office
1511 6th Avenue
Seattle, WA 98101

YMCA - Highline
17874 Des Moines Way S.
Seattle, WA 98188

*Sure-Fit Seat Covers
14830 1st Ave. So.
Seattle, WA 98166

Burien Pet Shop
15222 6th Ave. S. W.
Seattle, WA 98166

Fitness World
1112 Andover Park W.
Tukwila, WA 98188

Sylvania Lighting Services
15616 W. Valley Hiway
Renton, WA 98055

Valley Ridge Library
4646 South 188th
Seattle, WA 98188

*Peace Corps/Vista
1601 2nd Ave. 10th Floor
Seattle, WA 98101

*Merrill, Lynch, Pierce,
Fenner & Smith, Inc.
P. O. Box 1210
Seattle, WA 98111

*Prolab, Inc.
4353 6th Ave. N. W.
Seattle, WA 98107

Group Use of Community Resources

Field Trips

Location	Purpose
University of Washington	Orientation to large university
Bethlehem Steel	Tour of manufacturing plant
Sea-Tac Airport	Orientation to airport jobs
Seattle Central Community College	Orientation to community colleges
Seattle Times	Orientation to newspaper jobs
Seattle First National Bank	Orientation to banking jobs
KIRO Radio	Orientation to radio jobs
Seattle University	Orientation to private university
Clover Park Voc-Tech Institute	Orientation to voc-tech schools
Washington Employment Security	Orientation to services provided by Employment Security
South Seattle Community College	Orientation to community colleges
Highline Community College	Orientation to community colleges
South Center Shopping Complex	View Voc-Ed Week display
Renton Voc-Tech Institute	Orientation to voc-tech institutes

Seminars

Speaker	Organization	Topic
Ms. Wooten	Mechanica	Problems of sex stereotyping
Paul Conger	Highline Schools	Survey of forestry jobs
Dan Beckwith	Concession stand at Saltwater Park	Running a small business
Laura Shields	Former Mt. Rainier student	After high school
Lyle Gelbach	Former Mt. Rainier student	College experience
Eleanor Lee	State legislator	Being a legislator

OCCUPATIONS EXPLORED

Numbers refer to the number of students who have explored that occupation.
Each asterisk indicates a non-traditional exploration.

Agriculture

No Jobs Explored

Business & Office

4 Accountant**
2 Advertising Manager*
4 Attorney
2 Bank Manager
4 Bank Teller
1 Bookkeeper
1 Clerk-Typist
2 Computer Operator*
2 Computer Programer
2 Court Reporter*
2 Keypunch Operator
3 Legal Assistant
1 Public Relations
2 Purchasing Agent*
5 Receptionist
2 Secretary
2 Small Business Manager

Communication

8 Disk Jocky*******
6 Journalist***
2 Media Technician
3 Telephone Operator

Construction

3 Architect**
1 Cabinet Maker*
4 Carpenter
4 Electrician*
3 Millworker
3 Survey of Construction Jobs

Fine Arts & Amusements

4 Musical Entertainer
2 Musical Promoter
1 Theatrical Makeup Artist

Health

1 Bio Chemist*
3 Dental Assistant*
1 Dentist

Health (continued)

1 Dietician
1 Medical Technician
2 Physical Therapist
1 Physician
7 Registered Nurse*
4 Veterinarian*
8 Veterinarian Assistant
1 X-Ray Technician

Hospitality & Recreation

1 Activities Leader
2 Cook*
1 Food Services Worker
1 Health Spa Manager
1 Hotel Desk Manager
1 Hotel Sales
1 Recreation Leader
3 Recreation Technician
1 Restaurant Hostess
4 Restaurant Manager
7 Waitress

Manufacturing

3 Boat Builder
4 Drafter*
2 Electrical Engineer
2 Machinist
1 Truck Manufacturing
2 Welder

Marketing & Distribution

2 Auto Salesman
2 Consumer Education*
1 Fabric Sales Clerk
8 Fashion Sales
2 Fashion Sales Manager
5 Floral Designer
2 Furniture Sales
9 Model
1 Pet Shop Worker
1 Pet Store Manager
7 Real Estate Sales
2 Record Store Manager*
5 Sales Clerk
1 Sales Manager
2 Sales Representative
7 Studio Photographer*
1 Warehouse Worker
2 Window Displayer**

Natural Resources

3 Fish Hatchery Worker
2 Forester*
5 Forestry Technician
2 Game Warden
2 Landscaper
2 Marine Technician
5 Oceanographer
3 Survey of Fisheries
5 Survey of Forestry
1 Underseas Technician

Personal Services

1 Animal Handler
1 Barber*
10 Cosmetologist
3 Dog Trainer/Groomer
8 Guard Dog Trainer
2 Kennel Person*

Product Services

4 Aircraft Mechanic
5 Auto Mechanic
1 Auto Parts Salesperson
2 Automotive Rebuild Mechanic
5 Body & Fender Mechanic
2 Diesel Mechanic
3 Electronics Technician*
2 Gunsmith
1 Hotel Maintenance
1 Maintenance Electrician
2 Marine Mechanic
1 Office Machine Mechanic
2 Technical Representative

Public Services

2 Animal Control Officer
1 Ceramic Instructor
1 Crime Prevention Officer
1 Criminologist
5 Day Care Worker
3 Elementary Teacher
4 Fire Dispatcher****
3 Fire Fighter*
3 Hearing Impaired Teacher
3 Interpreter for the Deaf
2 Kindergarten Teacher
1 Navy*
2 Navy Officer
8 Police Officer***
2 Pre-School Teacher
1 Primary Teacher
4 Probation/Parole Officer
1 Rehabilitation Counselor

Public Services (continued)

1 School Counselor
1 Secondary Teacher
1 Security Guard
1 Social Worker
1 Soldier*
3 Special Agent - FBI
5 Special Education Teacher
1 Speech Therapist
1 State Legislator
1 State Trooper
3 Youth Counselor

Transportation

1 Airlines Reservations Clerk
6 Airlines Ticket Agent
2 Air Traffic Controller*
2 Bus Driver
2 Charter Pilot
3 Deckhand, Tug Boat
16 Flight Attendant***
1 Helicopter Pilot
10 Pilot*
1 Taxi Dispatcher
6 Travel Agent
4 Truck Driver

Community-Based Career Education

Highline Schools

Summary of Community Resource Use

School(s) All Period Second Semester 1977-78

Basic Data	Total number of sites used	263
	Sites used for the first time	76
	Total number of students participating	104
Site Visits by Total Number	Total number of site visits	1039
	Number of Job Orientations	609
	Number of Job Explorations	10
	Number of Training Site Orientations	167
	Average number of site visits per student	10
Site Visits by Total Hours	Total hours spent in site visits	1979
	Hours spent in Job Orientations	1732
	Hours spent in Job Explorations	84
	Hours spent in Training Site Orientations	163
	Average hours spent in site visits per student	19
Field Trips	Total student-hours spent on field trips	290.5
	Average number of hours per student	2.8
Seminars	Total student-hours spent in seminars	226
	Average number of hours per student	2.2

*Summary of Two-Hour Students

Total number of students participating		17
Total number of student-hours spent in program		3364
% of student-hours spent on site visits	(408.5)	12%
% of student-hours spent on field trips	(256.5)	8%
% of student-hours spent in seminars	(53)	2%
% of total student-hours spent using community resources		22%

**Summary of One-Hour Students

Total number of students participating	81
Total number of student-hours spent in class	7140
Total number of student-hours spent in the community	1731
Ration of student-hours spent in the community to student-hours spent in class	1:4.2

*Two-hour students visit community sites and participate in field trips and seminars during class time.

**One-hour students spend their entire class time in the classroom and visit community sites on their own time.

Appendix C

1977-78 STEERING COMMITTEE

Sue Bertino
Vocational Information Specialist
Mt. Rainier High School
22450 19th So.
Des Moines, WA 98188
433-2229

Rick Brokaw
Counselor/Coordinator
King County Division of Youth Affairs
Work Training Program
508 King County Admin. Bldg.
Seattle, WA 98104
433-2380

Marilyn Brown
President, Highline Council PTSA
12805 Shorewood Drive S.W.
Seattle, WA 98146
242-2419

Mary Dunlap
Manager, West Seattle Branch
Seattle First National Bank
4757 California Ave. S.W.
Seattle, WA 98116
583-3576

Larry Flinn
Executive Director
Private Sector Employment
202 Altura Bldg., 1370 Stewart St.
Seattle, WA 98109
623-8260

Nel Freeze
The Trilogy Shop
15217 6th Ave. S.W.
Seattle, WA 98166
246-3518

Dick Gebow
Asst. Superintendent, Labor Relations &
Personnel Division
Bethlehem Steel
4045 Delridge Way S.W.
Seattle, WA 98124
935-1100

Larry Hagen
Personnel Manager
Todd Shipyard
1801 16th S.W.
Seattle, WA 98148
623-1635

Ann Hill
Division of Voc. Rehabilitation
Department of Social & Health Services
1700 East Cherry
Seattle, WA 98122
464-6424

Evelyn Jaeger
Legislative Chairman
Communications Workers of America
Local 9103
319 N.W. Richmond Beach Rd., #240
Seattle, WA 98177
228-5611

Esther Lucero
Seattle Human Rights Department
105 14th Ave.
Seattle, WA 98122
625-4381

Jim McCurdy
Personnel Manager
Bon Marche Distribution Center
1700 Southcenter Blvd.
Seattle, WA 98188
575-2062

Gilbert Oakes
Business Representative
Airline, Aerospace & Allied
Employers
Teamster's Local 2707
18000 Pacific Highway So.
Seattle, WA 98188
246-2194

Joanne Primavera
Counseling Supervisor
Renton Voc-Tech Institute
3000 N.E. Fourth St.
Renton, WA 98055
235-2352

Robert Putman
Assistant Vice-President
Employment Development
Alaska Airlines
19300 Pacific Highway So.
P.O. Box 68900
Seattle, WA 98188
433-3318

Baldomero Tejeda
Supervisor of Employment Placement
Washington State Employment Security
8830 25th Ave. S.W.
Seattle, WA 98106
764-4312

Al Torgerson
Counselor
Highline Community College
2600 So. 240th
Kent, WA 98031
878-3710 (X. 353)

Rosalee Walz
Personnel Department
Port of Seattle
P.O. Box 68727
Seattle, WA 98188
597-3364

Kate Wooten
MECHANICA
South King County Multi-Services Center
2450 Star Lake Road
Federal Way, WA 98003
839-8150 (UW 632-4747)

Don Palmer
Administrative Assistant
Burien General Hospital
16200 8th Ave. S.W.
Seattle, WA 98166
244-9970

CBCE STAFF

Ben Yormark	Project Director
Chuck Judd	Assistant Director
Bill Cox	Learning Manager Tyee High School
Terry Farris	Learning Manager Mt. Rainier High School
Carmen Malmanger	Learning Manager Evergreen High School
Judy Barnes	Community Resource Coordinator Tyee & Mt. Rainier HS
Marty Hawkins	Community Resource Coordinator Evergreen High School

Appendix D

RUB A DUB DUB....

A Butcher, A Baker and A Candlestick Maker

Remember the old nursery rhyme about three men in a tub. Each was mentioned by an occupation typical of 18th century England.

How do they fare today? A recent summary of Occupational Trends for the Seattle-Everett area estimates there will be approximately 127 local openings a year for butchers and 17 for bakers.

As might be expected, candlestick makers aren't even mentioned. On the other hand, the vast majority of the jobs listed did not even exist when our three friends set sail in their tub.

The following list is just a sample. The numbers represent the estimated annual openings in the Seattle-Everett area.

Medical Technician-282	Keypunch Operators-56	Aircraft Mechanic-209
Drafters - 130	File Clerks-145	Air Cond. Mechanic-56
Computer Specialist-113	Electrician-196	Heavy Equip. Mechanic-121
Social Worker-170	Telephone Installers-66	Welders & Burners-191
Practical Nurses-382	Dental Assistants-191	Cosmetologist-471

WITH SO MANY CHOICES....HOW DOES ONE CHOOSE?

Chances are the three men in the tub didn't have to choose an occupation. They either followed in the line of work their fathers did, or they were apprenticed out at an early age. As simple as it sounds, hardly anyone would want to go back to such a system. But how does one choose, when there are so many options?

CBCE CAN HELP YOU

Community-Based Career Exploration can give you a chance to assess your own interests, abilities and values and compare them with the occupational requirements of a variety of jobs. And, most helpful of all, through CBCE you will get a chance to talk with and observe actual workers on the job.

You may not end up making a choice as a result of your experience in CBCE, but you will definitely know how to go about making a choice when the time comes.

TWO PROGRAMS TO CHOOSE FROM

CBCE offers both a one-hour and a two-hour program. Depending on your schedule and career exploration plans, you may choose the one that best meets your needs. Seee the reverse side for details.

FOR MORE INFORMATION

CBCE is offered at Evergreen, Mt. Rainier and Tyee High Schools. See your school Counselor or CBCE Instructor for more information.

CBCE - TWO PROGRAMS TO CHOOSE FROM

Considering CBCE as an elective? Beginning with the second semester of the 1977-78 school year you will have two programs to choose from. A one-hour program and a two-hour program.

Both programs have been designed to provide you with an opportunity to assess your interests and abilities and relate them to actual employment opportunities you are interested in.

The basic differences in the programs are described below.

TWO-HOUR ELECTIVE -- (2 credits)

In addition to classroom activities, you will use class time, along with some after-school hours, for listening to guest speakers, going on field trips and making individual visits to community sites.

If you have little or no idea of which careers you may want to explore, you should five preference to the two-hour program. The extra time will permit more time for exploring a greater variety of jobs.

ONE-HOUR ELECTIVE -- (1 credit)

Classroom activities will be more concentrated than in the two-hour program and you must be willing to spend after-school time at least once a week visiting community sites as part of your required class work.

Attendance on field trips and at speaker seminars will be by special permission only.

If you have given some thought to your future career plans, particularly if you are thinking about enrolling in a post-high school training program or attending college, you may find the one-hour program most suited to your needs.

REMEMBER! <u>After school time until about 4:00 should be available at least once a week</u>.

CONSIDERING A CAREER IN THE ADMINISTRATION OF JUSTICE?

CBCE MIGHT HELP YOU TIP THE SCALE!!

The administration of justice is a large area of concern and responsibility in our society today. It includes crime prevention and the rehabilitation of convicted criminals, as well as the apprehension and prosecution of suspected law breakers.

Such a large area of responsibility naturally covers a wide variety of occupations, including the following examples:

Police officer	FBI Agent	Public Defender	Judge
Detective	Custom Inspector	Court Reporter	Baliff
Attorney	Health Inspector	Building Inspector	Security Patrol
Correction Officer	Crime Lab Technician	Game Warden	

IS A CAREER IN THE ADMINISTRATION OF JUSTICE FOR YOU?

Among so many different job titles, a great deal of diversity exists in the training required, skills demanded and duties performed by each. With so much variety, deciding whether or not to pursue a career in this area is not a simple matter of yes or no. To make a wise decision, one must know as much as possible about the options.

CBCE CAN HELP YOU

Community-Based Career Exploration can help you explore those options.

First, by helping you explore your own interests and abilities as they relate to the specific jobs in the administration of justice. And secondly, by providing you with opportunities to talk with and observe actual workers as a part of your class assignments.

CBCE - TWO PROGRAMS TO CHOOSE FROM

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GIRLS! ARE YOU REALLY GOING TO BE HAPPY EARNING HALF OF WHAT YOUR BROTHER CAN MAKE?

$3.50 per hour

Face it. In our society we have had two kinds of jobs. Men's jobs and Women's jobs. And for a variety of reasons the men's jobs have typically paid a great deal more than those which are usually held by women.

If this situation irritates you, maybe you want to do something about it.

You have one of two choices open to you.*

1. Take a traditional women's job and fight for higher wages, however long it may take.

OR

2. Take a traditional men's job and get higher pay from the very beginning.

$6.50 per hour

COMMUNITY-BASED CAREER EXPLORATION CAN HELP YOU.....

Regardless of which route you want to take, the Community-Based Career Exploration program can help you.

First, by helping you explore your own interests and abilities as they relate to a variety of jobs, including some that have traditionally been held by men.

And secondly, by providing you with opportunities to talk with and observe workers on the jobs as part of your class work.

TWO PROGRAMS TO CHOOSE FROM.....

CBCE offers both a one-hour and a two-hour program. Depending on your schedule and career exploration plans, you may choose the one that best meets your needs.

FOR MORE INFORMATION.....

For more information about CBCE, ask your counselor, the Vocational Information Specialist in the Career Center, or the CBCE Instructor in your school.

*If you are thinking that marriage is a third choice which will avoid paid employment, better think again. U.S. Department of Labor studies show that the average married woman in the United States works from 23-25 years of her adult life in a paid job outside of the home.

CBCE - TWO PROGRAMS TO CHOOSE FROM

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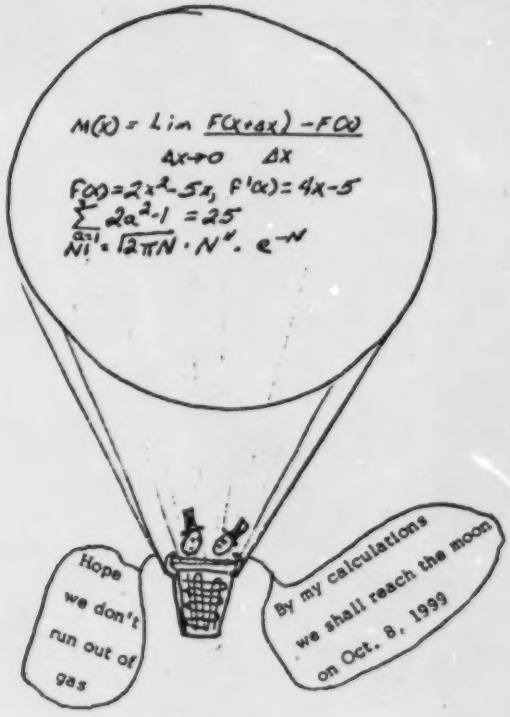
Do You Get High on Mathematics?

WHY NOT GET PAID AS WELL


M(x) = Lim F(x+Δx) - F(x)
Δx→0 Δx
F(x)=2x²-5x, F'(x)=4x-5
Σ 2a²-1 =25
Ni ≈ √2πN · N^N · e^-N
Hope we don't run out of gas
By my calculations we shall reach the moon on Oct. 8, 1999

Hundreds of occupations require advanced math skills as a routine part of the job performed. In some cases the use of math skills makes up a major portion of the job. In others these skills are required less frequently. But in all of these jobs the ability to perform advanced mathematical functions is an <u>essential</u> requirement.

Examples of jobs that fit this description include:

Astronomer	Physicist	Statistician
Actuary	Research Chemist	Systems Analyist

In addition to these, all engineering jobs require specailized mathematical skills.

ARE YOUR MATHEMATICAL SKILLS ABOVE AVERAGE?

If you have taken geometry, advanced algebra, trigonometry or math analysis you may have discovered that your aptitude and interest in higher math is above average. But how much do you know about the occupations that require these skills?

COMMUNITY-BASED CAREER EXPLORATION CAN HELP YOU

First, CBCE will help you explore the full variety of jobs in which your interest and ability in math can be of a real asset to you. And secondly, through CBCE you will get a chance to talk with and observe workers in several of these occupations.

TWO PROGRAMS TO CHOOSE FROM

CBCE offers both a one-hour and a two-hour program. Depending on your schedule and career exploration plans, you may choose the one that best meets your needs.

FOR MORE INFORMATION

For more information about CBCE, ask your counselor, the Vocational Information Specialist in the Career Center, or the CBCE Instructor in your school.

CBCE - TWO PROGRAMS TO CHOOSE FROM

Considering CBCE as an elective? Beginning with the second semester of the 1977-78 school year you will have two programs to choose from. A one-hour program and a two-hour program.

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The basic differences in the programs are described below.

TWO-HOUR ELECTIVE -- (2 credits)

In addition to classroom activities, you will use class time, along with some after-school hours, for listening to guest speakers, going on field trips and making individual visits to community sites.

If you have little or no idea of which careers you may want to explore, you should five preference to the two-hour program. The extra time will permit more time for exploring a greater variety of jobs.

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If you have given some thought to your future career plans, particularly if you are thinking about enrolling in a post-high school training program or attending college, you may find the one-hour program most suited to your needs.

REMEMBER! <u>After school time until about 4:00 should be available at least once a week</u>.

WORKING WITH TOOLS

AN OLD TRADITION...

Man has often been described as the only animal that makes and uses tools. A very accurate description. Certainly this attribute has been one of the keys to man's steady progress toward a better life.

From the beginning the tool maker and tool user played an essential part in making work easier and life more comfortable. The same holds true today.

The big difference is the great diversity of jobs in today's world which require the skillful use of tools. Both general tools which are used by a variety of workers and specialized tools designed for very specific jobs.

A small sample of the jobs which require the skillful use of tools includes:

auto mechanic	millwright	welder	telephone installer
aircraft mechanic	carpenter	shipfitter	radio/TV repair technician
machinist	mason	sheetmetal worker	electronics technician

ARE TOOL SKILLS ONE OF YOUR STRENGTHS?

Almost everybody uses tools at some time. The do-it-yourselfer is a modern version of the pioneer, spending his or her evenings and weekends on projects such as installing a new muffler on the family car or reupholstering the household furniture. But not everyone is good enough or fast enough at these kinds of activities to actually earn a living at it.

From your experiences, both in and out of school, you may have discovered that you have more skill and aptitude with tools than the average person.

CBCE CAN HELP YOU EXPLORE THE JOBS THAT REQUIRE TOOL SKILLS

Community-Based Career Exploration can help you explore jobs in which you can put your skill and aptitude with tools to work. First, CBCE can give you a chance to compare your interest and abilities with the requirements of specific jobs. And secondly, CBCE will provide you with an opportunity to visit with and observe actual workers on the job.

CBCE - TWO PROGRAMS TO CHOOSE FROM

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Appendix E

CBCE Followup Questionnaire

Name_____ School_____

Below are fifteen statements which describe some of the results you might have gained from participation in CBCE. Read each statement and mark with an X if it is True, Partly True or False.

True	Partly True	False		
				Awareness of Jobs
75%	25%	____	1.	I became aware of the wide variety of jobs available.
78%	6%	6%	2.	I eliminated one or more jobs I had previously considered as possible occupational choices.
69%	19%	12.5%	3.	I explored some jobs which I had NOT considered before, and decided they were not for me.
19%	25%	56%	4.	I decided for sure on a particular occupation which I had already considered as a possible occupational choice BEFORE taking CBCE.
25%	25%	50%	5.	I decided for sure on a particular occupation which I had NOT considered as a possible occupational choice BEFORE taking CBCE.
31.5%	37.%	31.5%	6.	I explored some jobs, but have not made up my mind about any particular job as an occupational choice.
37.%	19%	43.%	7.	My idea of which jobs are appropriate for men or women has changed.
				Awareness of Training Opportunities
56%	31.5%	12.5%	8.	I have a better understanding of the difference between community colleges and four-year colleges.
69%	31.5%	____	9.	I am more aware of the local community colleges and vocational technical schools and the kinds of training programs they offer.
25%	6.2%	69%	10.	I have selected a post-high school training or educational program in which I am now enrolled or plan to enroll.
____	____	100%	11.	I have selected a vocational training program offered at the high school level in which I am now enrolled or plan to enroll.
				Analysis of Jobs and Personal Abilities, etc.
62.5%	25%	12.5%	12.	I have a better understanding of my own abilities, skills and values.
31.%	62.5%	____	13.	I have a better understanding of how to relate my own abilities, skills and values to the requirements of a job.
56.%	43.%	____	14.	I have a better understanding of some specific skills and abilities I will have to improve if I am going to secure the kind of job I want.
62.5%	25%	12.5%	15.	I have more self confidence and am better able to communicate with adult workers.

Please feel free to use the reverse side for making any comments you want to about your participation in CBCE.

Appendix F

What am I going to do for the rest of my life?

by Judy Gardiner

"I've got to decide by this Friday what I'm going to do for the rest of my life."

That's the sort of sentiment John Saylor, vocation information specialist at Evergreen High School, hears now and again. It's likely to crop up more often as June draws near and seniors realize that the "rest of their lives" are about to begin.

District wide, vocational education begins on the elementary level and continues throughout the grades. But its at the high school level that pressure to find a direction becomes a reality.

"I see students every year whose parents are really pressuring them," says Saylor.

IN ANTICIPATION of that all sophomores get acquainted with the Highline District's computer career information system. It first helps them determine their interests, then gives information on specific jobs, the employment forecast in a chosen area, training programs available and financial aid. Juniors all take a standardized vocational interest survey.

Next to the counseling office there's a career center, a resourse room packed with college catalogs, information on technical schools, more interest and ability tests, job market information and even a small placement system.

For further exposure to the possibilities there's a class called Community Based Career Exploration. Guest speakers and weekly field trips give students a chance to veiw a broad range of jobs.

Eric Estrem, for example, had an interest in two fields, computer operations and running a tugboat. After talking to people in both kinds of jobs, he's decided being a tugboat captain appeals more to him "because it pays more."

IT'S ALSO THE tougher area to get a job in, he learned because the turnover rate is low. For starters he might join the Coast Guard or Navy.

Once a student has an idea of what kind of work he wants, a course like Diversified Occupations might fill a need. Members of this class hold one of 50 different jobs. The instructor checks on progress and offers help with any skills that might be needed to improve performance. Classroom work includes help with the job-getting procedure as well as instruction in some practicalities of life, like figuring taxes and keeping a checking account.

One of the students, Joe Alkire, has a job in a tortilla factory. He got the job nearly a year ago because he wanted to buy a car, and he keeps it partly because the car "keeps breaking down"

On the job and with help in the classroom Joe says he's learned how to supervise.

He plans to go to college to study forestry, but will be working his way; so the job skills he's gaining will be important.

OTHER STUDENTS have determined their career preferences and are enrolled in classes that help them gain specific skills.

Dianna Hood is bound for a career in business management. Since last spring she's held a part-time clerical job at a downtown printing business. In conjunction with that job, she's now taking a course called Cooperative Office Education.

Dianna gets credit for the hours she puts in at work, and continues to improve her abilities with classroom work.

From her work and from classroom discussion and consultation with her teacher she figured out that its the management end of business she wants to pursue. "I want to be by own boss," she said.

Marcie Fiebig knows what she wants to do, too. She took an automotive class last year because she wanted to be able to take care of her own car. She liked it so well that she signed up this year for a more advanced course that's designed for those who want to work in or operate their own service stations. After graduation Marcie will enroll in the automotive program at South-Seattle Community College.

SHE CHOSE the field over forestry after a summer's experience with the Youth Conservation Corps. She likes both kinds of work but sees mechanics as a more "open field." The push for equal job opportunity has put employers in the position of looking for women to fill jobs. "There are no girls, and they're asking for them," she said.

Those like Marcie and Dianna, who have chosen careers, can take any of a wide range of vocational courses. They run the gamut from office and business skills, to homemaking, to Distributive Education (a marketing class).

There are courses like Commercial Sewing, Production Plastics and Dental Assistant, offered at the district's Occupational Skills Center.

There's job pressure, all right, but no need for panic. The school has plenty of answers for anyone willing to take the time to look at them.

As Dianna Hood says, "If I take the time now, it's such a short amount of time for the rest of my life."

MARCIE FIEBIG examines a brake drum as part of her Evergreen High School automotive course.

Student fantasies diffused in program

by Wendy Reif

Studying career opportunities can be a lot like discovering Santa Claus without his red and white suit, beard and pot belly. In addition to being a letdown, it smashes your expectations.

That's why coordinators of Highline School District's Community-Based Career Exploration Program say their whole course is a defantisizing process. The federally-funded program, in its third semester at Evergreen, Tyee and Mt. Rainier high schools, allows students to spend a few days "on the job" with Highline area people.

While it may take a child only one experience to recognize the true nature of Santa Claus, it may take a high school student much more to see the "real" side of an occupation. A major problem for students studying careers is that "they focus on what they want to be instead of what they want to do," said Marty Hawkins, program coordinator.

A student with poor reading skills may say he wants to be an attorney. What he doesn't realize is the job entails a good deal of researching dry information, said Hawkins. Failure to make the correlation between their own abilities and the requirements of a job is one level of fantasy in which students may find themselves.

IGNORANCE ABOUT the nature of a job also is a frequent contribution to these fantasies, he said. Jobs like disc jockey, airline personnel models, police, cosmetologists, dog trainers and veterinarians are some of the most popular with students. What they don't realize, Hawkins said, is that many of these jobs require mundane work.

Starsky and Hutch never fill out accident reports. But when students are put on the job with real police, they find out there's a lot of paper work involved. Many of the students who've checked out modeling jobs "got turned off," said Hawkins. They were surprised to find models get bossed around a lot and although they make a good hourly wage, they're lucky if they can find a few hours of work each week.

One student who said he wanted to be a forester because he liked to hunt, fish and be in the woods, was surprised to find out a forester is a scientist who does much data-oriented office work.

JOB AVAILABILITY is another factor students may not have considered. If some of the students were intent upon doing what they say they want to, they may be unemployed for life. One student wanted to be a marine mammal trainer, another, a rock FM station disc jockey.

"We've gone to some extremes to let them explore what they want to," said Hawkins. For instance, a few spent a day with a ferry boat captain. What they didn't realize beforehand, said Hawkins, is there's probably one opening every 35 years in that position and that it's not an entry-level job.

One of the lessons program coordinators hope students get out of the class, is an understanding of their own qualifications in relation to the job market. Students say "I want a job taking pictures. They don't understand the concept of labor and how it fits into the economic structure. They don't realize it's got to make money for someone," said Hawkins.

CHUCK JUDD, another program coordinator, said he was surprised to find few students motivated by money. "It's hard to get them to think of what they want when they're 30," he said.

Avoiding boredom seems to be the most recurring desire for students exploring job opportunities. "It's not bad, but I think the problem is they assume the interest of the job resides solely in the job, not within themselves. They want to be entertained," said Hawkins. "We have to get across that working for the sewer district may be interesting."

Neither Judd or Hawkins feels students unload all their fantasies by the end of the class. "Until people reache a certain stage in maturity they can maintain fantasy regardless of the facts," said Judd.

What they hope students learn is how to analyze their abilities in relation to the requirements of a job, and how to ask the right questions so they know what the job entails. "I'm not sure it's essential that they know what they want to be," said Judd. "Just so they know the complexity of the labor market."

Parents play a key role

Making career decisions is a lifetime occupation, according to coordinators of Highline School District's Community-Based Career Exploration Program. The most influential people in determining what the decisions will be, are parents, they say.

A parent workshop on career planning will be offered at both Mt. Rainier and Evergreen high schools. Each program will include four two-hour workshops, beginning at 7 p.m. The first will be held at Evergreen Monday, April 10, 17, 24 and May 1. Mt. Rainier will host the same workshop Mondays, April 17, 24, May 1 and 8.

The segments will be on "The Career Development Process," "RelatingPersonal Attributes to Job Requirements," "Assessing the Job Market for Future Opportunities," and "Training Opportunities for Tomorrow's Jobs."

Each workshop is a complete program in itself, though parents are encouraged to attend all four.

The Des Moines News
April 5, 1978

COMMUNITY-BASED CAREER EXPLORATION

NEWS NOTE

HIGHLINE PUBLIC SCHOOLS - 15675 Ambaum Blvd. S.W., Seattle, WA 98166 Nov. 1977

CBCE BEGINS SECOND YEAR

Even though we have been slow getting our first newsletter of the year off the press, the CBCE staff has been busy. Beginning our second year of operation has been easier than the first. But there were still many problems which kept the staff hopping, including implementing new innovations designed over the summer months and a certain degree of uncertainty which surrounded the opening of school.

We have survived all of this and can proudly say that we are well into the second year of a successful program.

MT. RAINIER HIGH SCHOOL JOINS CBCE

Beginning with the current school year, Community-Based Career Exploration has expanded to Mt. Rainier High School. Joining programs already established at Evergreen and Tyee High Schools, CBCE is now available to students in three of the district's five high schools.

Terry Farris, who has taught history and psychology at Mt. Rainier for the last nine years, is the Learning Manager for the program there. After spending several weeks in an intensive in-service orientation to the program before school began, Terry has become very enthusiastic about the program. "Many kids are looking for a sense of direction," Terry noted, "and I think CBCE can help them. The chance to see exactly what a particular job involves is an opportunity that more kids should have access to."

Judy Barnes, Community Resource Specialist, will work with Terry and the students at Mt. Rainier in arranging site visits.

Though the fourteen students enrolled this first semester is a small beginning, with a total student population of nearly 1,350 students at Mt. Rainier, the program is expected to grow

TIMELY VISIT TO THE STEEL INDUSTRY

Students from both Evergreen and Mt. Rainier High Schools made recent field trips to Bethlehem Steel's Seattle plant in West Seattle. Emphasis on these trips centered on production jobs as students toured the furnace and rolling areas.

In addition to learning about jobs in the production of steel, the students also got some first hand information on the current problems facing the steel industry and their impact on job opportunities.

As one tour guide noted, the Seattle plant is currently working at only 55% capacity. During the last period of full production in 1973-74, the local payroll topped 1,400 workers. It is now under 1,000.

Arrangement for the field trips were made through Edward Lopan, Supervisor of Employment.

FIRST STEERING COMMITTEE MEETING COMING UP

The CBCE Steering Committee will hold its first meeting of the school year on November 10th. Beginning with a no-host luncheon, the meeting will be held in the dining room of the Occupational Skills Center near the Sea-Tac Airport.

The Steering Committee has been established to provide project staff with an opportunity to seek input from the community. Membership includes representatives from employers, officials of labor groups and staff from organizations which are concerned with helping young people make the transition from school to work.

This year's membership includes twenty people listed on the following page. Asterisks indicate new members for the 1977-78 school year.

Steering Committee - Continued

Sue Bertino - Vocational Information Specialist
* Mt. Rainier High School

Rick Brokaw - Counselor/coordinator
King County Division of Youth Affairs

Marilyn Brown - President
* Highline Council PTSA

Mary Dunlap - Manager, West Seattle Branch
Seattle First National Bank

Larry Flinn - Executive Director
Private Sector Employment

Nel Freeze - Owner
The Trilogy Shop

Dick Gebow - Asst. Superintendent, Labor
* Relations & Personnel Services
Bethlehem Steel

Larry Hagen - Personnel Manager
Todd Shipyard

Ann Hill - Division of Voc. Rehabilitation
Dept. of Social & Health Services

Evelyn Jaeger - Legislative Chairman
Communications Workers of America

Esther Lucero - Seattle Human Rights Dept.

Jim McCurdy - Personnel Manager
Bon Marche Distribution Center

Gilbert Oakes - Business Representative
* Airline, Aerospace & Allied Employers

Joanne Primavera - Counseling Supervisor
* Renton Voc-Tech Institute

Don Palmer - Administrative Assistant
* Burien General Hospital

Robert Putman - Assistant Vice-President -
Employment Development
Alaska Airlines

Baldomero Tejeda - Supervisor of Employment
* Placement
Washington State Employment Security

Al Torgerson - Counselor
* Highline Community College

Rosalee Walz - Personnel Department
Port of Seattle

Kate Wooten - MECHANICA
* South King County Multi-Services Center

Community-Based Career Exploration
Highline School District
15675 Ambaum Blvd. S.W.
Seattle, WA 98166

COMMUNITY-BASED CAREER EXPLORATION

NEWS NOTE

HIGHLINE PUBLIC SCHOOLS - 15675 Ambaum Blvd. S.W., Seattle, WA 98166 January 1978

FOLLOW-UP UNDERWAY

During the holiday break, CBCE staff began a follow-up of high school graduates who participated in the program during its first semester of operation last year. Twenty-five students will be contacted by telephone to determine their current activities, including work and post high school training or education, as well as future plans. In addition, each student will be asked to return a mailed questionnaire which has been designed to determine the impact CBCE had on his or her career plans.

A follow-up of last year's CBCE students who are still in high school will also be conducted to determine how many are enrolled in vocational education programs. A follow-up similar to the one being conducted on this year's graduates, will also be conducted on these students next year.

After spending time with Janie Woods, Evergreen High School student, Glenda Wilson, receptionist at Bethlehem Steel, had this to say:

Janie's overall performance was very good, especially considering her youth. She was very interested in the operation of the switchboard and enthusiastic about the public relations aspect of the receptionist position...her attitude was good and her operation of a few calls was excellent although she was a little apprehensive to start which is very understandable. After encouraging Janie she experienced how simple the operation of the switchboard really is.

Allen McMullen, engineer at KQIN radio station in Burien, summarized the information he gave to Eric Estrem, Evergreen High School student.

I told Eric like it is in broadcasting, moving around all the time, fun work, but it has its downs like any job. I don't believe in filling someone's head with dreams of a beautiful job, but to let him know what it really is like. From there he or anyone else can make up his own mind.

CBCE STAFF VISITS BELLEVUE PROJECT

The Bellevue School District has been awarded a federal grant for implementing an experienced-based career education project along similar lines as Highline's CBCE. Although individual members from each project's staff had met on several occasions, the first conference including the full staffs was held on the afternoon of November 30 at Bellevue High School.

Due to the fact that both projects were developed according to the same federal guidelines, the two programs are remarkably alike. Nevertheless, the exchange of information, including different solutions to common problems, provided the two staffs with many points of dicussion and both groups agreed that another meeting would be beneficial.

Summing up his visit to Rotary Offset Publishing, Alan Guay, who attends the CBCE program at Evergreen High School, wrote:

I thought this was a real good site to go on because I went through each of the stages with different people and everybody seemed to enjoy their job a lot.

STEERING COMMITTEE MEETS

As announced in our last News Note, the CBCE Steering Committee met for lunch at the Occupational Skills Center on November 10th. In addition to a staff review of progress during the project's second year, which began in September, plans were discussed for securing feed back from Community Instructors after each student site visit. Members agreed that most community instructors would be more than willing to participate in such an evaluation as the purpose would be an improved learning experience for students on future visits.

The Steering Committee, which includes twenty representatives from business, industry, labor, education and agencies concerned with youth, has been established to provide project staff with an opportunity to seek input from the community.

When she visited Schaferhaus Kennels, Evergreen student Lyn McNee got a different perspective about the work involved caring for animals. As she noted:

I learned that the kennels job has a lot of cleaning up that you don't really know about until you see it. And some of it doesn't seem very hard until you do it.

REGIONAL CONFERENCE HELD

Both Ben Yormark, Director of Career Development for the Highline District and Chuck Judd, Assistant Project Director for CBCE, attended a two-day conference for the administrative staffs of similar projects in Washington, Oregon, Idaho and Alaska.

The conference, sponsored by Region X of the United States Office of Education, was held in Medford, Oregon, site of one of the projects. In addition to a review of each project's instructional program and discussion of common problems, USOE staff reviewed administrative changes which will occur due to reorganization of the Department of Health, Education and Welfare.

Jody Dallen, from Mt. Rainier High School, who explored the Display Department at the downtown Frederick and Nelson store, had this to say:

Mr. Stevens was a helpful instructor. He was informative and he and his staff were friendly to me. I was terribly impressed by the Frederick and Nelson Display Department and how well organized they are.

RESEARCH SUPPORTS NEED FOR CAREER EXPLORATION

A recent research project conducted in Worcester, Massachusetts, revealed a three-step pattern of work experiences which many young people go through in the process of becoming permanently established in the world of work.

During the first stage, appropriately labeled the moratorium, the young worker is relieved to be out of school and seeks any type of job which will provide him or her with the necessities and luxuries associated with life in the late teens. Understandably, considering the types of jobs usually available to them, young people do not make much of a commitment to these jobs.

Research - continued

A second stage, labeled the exploratory, begins around twenty years of age. Though the young worker's long-range commitment to a particular job may not be a great deal stronger than during the moratorium period, his or her approach to the job is more serious. Young workers at this age begin to look at jobs in terms of wondering how they might "fit" into a line of work or a specific company.

In the final or career stage which may begin anywhere from the early to mid-twenties, young workers begin looking for a secure place in the labor force; looking typically for a job with a fairly large employer which offers such important benefits as relatively good earnings, stability, an internal career ladder presenting the possiblity of advancement, and perhaps extensive opportunities for training.

Approximately half of today's high school students will follow a pattern similar to the one outlined above. For them a program such as CBCE provides an opportunity to condense much of the experimentation which typically occurs on their way to finding "career employment". Even if the CBCE student does not select a specific occupation as an immediate result of his or her participation in the program, the "exploratory" skills picked up can be put to good use. With the guidance of the teaching staff, the CBCE student will learn to look at any more "angles" of a given occupation than would usually occur to the young worker.

Among the students who do not follow this pattern, many will proceed to "career" employment through post-secondary education or training of one kind or another. For these students too, CBCE provides an excellent opportunity to explore before making a costly commitment of time and money to inappropriate preparatory programs.

In almost every aspect of our lives today we expect at least a little easier time of it than the generation which preceded us. CBCE will not eliminate the "school of hard knocks", but it can help the prospective young worker avoid some needless bumps and bruises along the way.

CBCE STARTS A NEW YEAR

The beginning of the second semester will mark the beginning of CBCE's second year. Although project staff began planning in October of 1976, actual instruction was not begun until January of 1977. Looking back over the past year, we are proud of our progress. Looking forward to the coming year, we hope for continued growth and improvement.

SCHOOL CBCE COMMUNITY
COMMUNITY-BASED CAREER EXPLORATION

NEWS NOTE

HIGHLINE PUBLIC SCHOOLS - 15675 Ambaum Blvd. S.W., Seattle, WA 98166 April 1978

NEW CHAIRMAN OF THE FEDERAL RESERVE SUPPORTED COMMUNITY-BASED EDUCATION AS CORPORATION HEAD

William Miller recently assumed the position of Chairman of the Federal Reserve Board following his earlier appointment by President Carter. While still Chairman of Textron Inc., Mr. Miller described how the Speidel Division of Textron, in Providence, Rhode Island, cooperated in an Adopt-A-School program designed to provide career exploration opportunities for students.

His introductory remarks, which summarize the kinds of problems that Highline's Community-Based Career Education program are trying to solve, are included below.

"Perhaps we have gone too far in separating learning from work experience. At one time, children grew up seeing their parents and other adults engaged in work. By observing and helping, those children were introduced to realistic job situations and expectations. Today, in our urban-metropolitan age, generations often are separated. Learning and working are more rigidly defined. Children rarely have first-hand exposure to adult employment or to people in industry who could be career models.

"Increasingly, U. S. corporations are recognizing the important role they can and should play in the community in exposing young people to the world of work. Companies have a shared interest with the larger society in the highest and best development of human resources. Strong and prosperous private enterprises. It makes sense for companies that will provide the private jobs to play a leading role in helping youth to bridge the gap between their school days and the world of work they may enter."

STEERING COMMITTEE HEARS FROM THIRD-PARTY EVALUATOR

On March 29th the CBCE Steering Committee held its second luncheon meeting of the year at the Occupational Skills Center. After receiving a progress report on the project's use of community resources, the Committee heard from Dr. Howard Johnson and his assistant Joan Seaberger who have been conducting the third-party evaluation of the project.

As Dr. Johnson summarized the report, he noted test results show that students are achieving those desired outcomes which are mostly directly tied to the program's curriculum, but accumulated evidence suggests that some of the project's broader goals are rather elusive, at least in terms of the measuring instruments which are available.

Among the more encouraging results, Ms. Seaberger noted that students appear to be learning how to analyze jobs in terms of interests, abilities and aptitudes, particularly as they are defined by the Worker Trait Group concept as developed by the U.S. Department of Labor. Furthermore, students have rated their site visits as the most helpful program activities.

One of the hindering problems, to date, has been the small number of students involved in the program. Attaching significance to test results with such small numbers is often impossible. Hopefully, with the increased enrollment noted during the second semester, this problem will be somewhat alleviated in the future.

Dr. Johnson and Ms. Seaberger are associated with the Bureau of School Services and Research at the University of Washington.

ONE-HOUR VERSION OF CBCE BRINGS INCREASED ENROLLMENT

The second semester, beginning in late January, witnessed a significant jump in CBCE enrollment, with the number of students increasing from approximately forty to one-hundred and twenty-five.

There is little doubt that the staff's decision to offer a one-hour version of the program, in addition to the two-hour program already available to students, was the major cause of the increase.

In part, students' reluctance to become involved in a two-hour program is related to the restricted school day. Due to the district's financial difficulties, high school students have had to squeeze their schedules, including electives, into a five-period day for the past two years. Established programs, such as foreign languages and industrial arts, as well as new programs like CBCE, reported reduced enrollments as a result.

But discussion with many students indicate that even with a six-period-day, which Highline Schools will reinstate next year, they are reluctant to commit two hours to a single class. Knowing this, the staff of CBCE plans to continue offering the one-hour version next year.

Students in the one-hour program spend at least one afternoon a week conducting their community site visits. Surprisingly, though students hesitate to commit two hours of class time to the program, they are quite willing to use their "free" time to make their on-the-job visits. Perhaps they view this time as the equivalent of homework. Whatever the reasoning, the program has been very successful.

A SPECIAL THANKS TO ALL COMMUNITY INSTRUCTORS

The Community Instructor, the worker on the job who takes his or her time to give students first-hand information about the job, is the key person in the CBCE program. Without their willingness, patience and cooperation the program could not succeed.

To each and every one, staff of CBCE extends a warm thank you!

CBCE STAFF TO BE PRESENTORS IN PARENT WORKSHOPS

Three CBCE staff members, Bill Cox, Marty Hawkins and Carmen Malmanger, will join other members of the district's career and vocational guidance team to present a series of four workshops for parents.

In spite of all the rumors about the declining influence of the family, many recent surveys and studies indicate that young people still turn to their parents first when seeking advice in making career decisions. Obviously, parents occupy a very influential position when it comes to helping their daughters and sons think about their future careers.

But many parents are not skilled in relating interests and abilities to job opportunities. And many of them are not aware of significant changes in the job market since they entered the labor force. The workshops, which will be presented on four consecutive Monday evenings, at both Evergreen and Mt. Rainier High School, beginning on April 10th, will give the vocational guidance staff a chance to share their information and insight with parents.

INITIAL FOLLOW-UP OF CBCE STUDENTS COMPLETED

During the Christmas holidays, Judy Barnes and Marty Hawkins, Community Resource Coordinators, conducted a follow-up of the seniors who completed CBCE last year and graduated from high school in June. Nearly every student was contacted by telephone. In addition a questionaire was mailed to each student.

In some respects this initial check-up may have been premature as the students had only been out of school a little over six months at the time. Nevertheless, it gave staff an idea of where these young people had gone.

Perhaps most revealing was the summary of the sixteen questionaires which were returned. Student responses indicated a favorable reaction to their participation in the program. A copy of the questionaire with the responses reported in percentages is printed on page 3.

CBCE FOLLOW-UP QUESTIONAIRE

Seventeen Evergreen and Tyee graduates who participated in CBCE during the first semester it was offered (January to June, 1977) completed and returned the questionaire printed below. Their responses are reported in percentages. Although the number of students participating in this initial effort is too small to attach statistical significance, the CBCE staff find the results encouraging and expect to see a similar trend as follow-up efforts are continued.

CBCE Followup Questionnaire

Name_____ School_____

Below are fifteen statements which describe some of the results you might have gained from participation in CBCE. Read each statement and mark with an X if it is True, Partly True or False.

True	Partly True	False		
				Awareness of Jobs
75%	25%	____	1.	I became aware of the wide variety of jobs available.
78%	6%	6%	2.	I eliminated one or more jobs I had previously considered as possible occupational choices.
68%	19%	12.5%	3.	I explored some jobs which I had NOT considered before, and decided they were not for me.
19%	25%	56%	4.	I decided for sure on a particular occupation which I had already considered as a possible occupational choice BEFORE taking CBCE.
25%	25%	50%	5.	I decided for sure on a particular occupation which I had NOT considered as a possible occupational choice BEFORE taking CBCE.
31.3%	37.5%	31.3%	6.	I explored some jobs, but have not made up my mind about any particular job as an occupational choice.
37.5%	19%	43.5%	7.	My idea of which jobs are appropriate for men or women has changed.
				Awareness of Training Opportunities
56%	31.3%	12.5%	8.	I have a better understanding of the difference between community colleges and four-year colleges.
69%	31.3%	____	9.	I am more aware of the local community colleges and vocational technical schools and the kinds of training programs they offer.
25%	6.3%	69%	10.	I have selected a post-high school training or educational program in which I am now enrolled or plan to enroll.
____	____	100%	11.	I have selected a vocational training program offered at the high school level in which I am now enrolled or plan to enroll.
				Analysis of Jobs and Personal Abilities, etc.
81.3%	19%	12.5%	12.	I have a better understanding of my own abilities, skills and values.
31.3%	62.5%	____	13.	I have a better understanding of how to relate my own abilities, skills and values to the requirements of a job.
56.3%	43.3%	____	14.	I have a better understanding of some specific skills and abilities I will have to improve if I am going to secure the kind of job I want.
62.5%	25%	12.5%	15.	I have more self confidence and am better able to communicate with adult workers.

Please feel free to use the reverse side for making any comments you want to about your participation in CBCE.

COMMUNITY SITE RECRUITMENT
NEARS THREE HUNDRED

As of April 1st, 299 community sites have been recruited for use by CBCE students since the program began in December 1976. Over 100 of these have been recruited since the beginning of the current school year.

At first glance this may seem like an excessive number of sites. Yet during the first semester of the school year, thirty-eight students used 140 separate sites. With enrollment during the second semester averaging 125 students, staff expects the number of different sites used to reach nearly 200.

We wish we could list every site, but that would require ten additional pages. To give the reader some idea of the diversity, we have selected the following:

Bjorneby Auto Rebuild
1265 So. 188th

Roxbury District Court
111 So. 138th

Highline Times
633 S. W. 152nd

Nordstrom
Southcenter

Federal Bureau of Investigation
912 2nd Avenue

Cole & Weber Advertising
3100 So. 176th

Rainier Bank
Sea-Tac Branch

Burien Transmission
15220 1st Avenue So.

Marriott In-Flite Service
18850 28th So.

Safeway-Burien Plaza
120 S. W. 148th

Shepard Ambulance, Inc.
904 12th Avenue

Angle Lake Fire Station
2929 So. 200th

COMMUNITY-BASED CAREER EXPLORATION
Highline Public Schools
15675 Ambaum Blvd. S. W.
Seattle, WA 98166